

Break

In from the cold

For a great many of his 74 years, Professor Reginald Revans has been a lone voice crying in the wilderness against the great tide of experts that have ruled so many roosts - management theorists, educationalists, all kinds of academic and social pundits. Professor Revans' message is almost alarmingly simple. It is that when in difficulties, you should avoid all experts, find someone else in difficulties, and get to work on each other's problems. He calls it "action learning". And suddenly, everybody wants to know about it.

For example, the Manpower Services Commission has opened a research budget (amount unspecified) for him to get action learning going in Manchester's Moss Side. On October 10 there will be a key meeting at the Moss Side Community Education Centre - the base of Gus John and black community activists. Dr Mamzu Alavi, one of the Asian community leaders, will be in the chair.

The purpose will be to start "action learning groups" - small sets of five or six people linked in consortia - working on ways of dealing with a variety of problems, that could range from job creation to the professional dilemmas of teachers and policemen. Several people who have been inspired by Revans' ideas at some stage in his long career will speak about its benefits. Meanwhile, Reg Revans is getting calls from leading American management consultants who want to break the mould of the prestige business schools.

And in Australia the state of Victoria is running its whole public housing system as a continual action learning project. Roy Gilbert, its chief housing manager, will be one of the people at the Moss Side meeting, telling what has happened in Melbourne's multi-ethnic immigrant tenement blocks since action learning was introduced. "In the last six months I have completely lost the faculty of astonishment," says Revans. It has certainly been a long trail since he left a Cambridge fel-



Professor Reg Revans.

lowship and research at the Cavendish laboratory alongside 14 present and future Nobel prizewinners to become deputy education officer in Essex in 1955.

He was, he says, uneasy about what would happen to the Cavendish work, and intrigued by reading about the problems of the Dugham estate: "the greatest forced migration since Genghis Khan: 100,000 people moved to the rhuarb fields of Barkin without a school, without a shop, without a church, nothing."

But action learning didn't begin in the Essex Education Office. It began after the war when, by chance, Revans was swept up in the new nationalized Coal Board as its director of education. He soon "reached the conclusion that education, such as it was peddled in colleges, was doing manufacturing industry a great deal of harm."

He had to resign and go freelance to do the work he wanted - investigating accidents in pits and other management difficulties. Then, after a major Coal Board upheaval, he came in from the cold and the first action learning consortium - involving pit managers from all over the country - happened. One result was a book (by managers - not Revans) on pit management that the Coal Board still keeps in circulation.

In 1955 Revans moved to Manchester University as Professor of Industrial Administration at UMIST. There, he started looking at hospital management - finding that in hospitals where patients got well fastest, costs were lowest, nurses stayed longest, and people talked to each other, and were prepared to learn from each other.

This led him into some research in 37 Manchester secondary schools that has still never been properly published. All Revans' attempts to

interest the education establishment in it have been ignored. Until this year, that is, when Inner London's Peter Newsam got in touch, and found him a machine to run off the original stencils of the findings.

The school study was fairly conventional academic research. Among other intriguing findings, it concluded that school leavers' attitudes to authority were seven times more likely to come from school than from home. Schools made an enormous difference, and at their worst produced confused, hostile and aggressive young people - the kind, Revans suggests, that have been smashing up Toxteth and Moss Side. In contrast the hospital study led to a major action learning project in 10 London hospitals, involving staff at all levels. It was carefully evaluated by an American, George Wieland, who, shortly after the three-year project ended, published a major book on it.

He concluded the project had so far had no measurable effects one way or another. English social scientists seized on his book as a wholesale condemnation of Revans' work. "How dangerous to academics is my thesis, I am saying the expert is quite secondary - that what is needed is an extremely simple scheme that costs nothing but the tram fare to the next hospital."

But a few years on, the Morrison committee went back to look at the 10 hospitals. Nine of them were running significantly better than average. The tenth, it turned out, had been used for a trial run for management experts' NHS reorganization. And this year, Wieland published a follow-up study, concluding that "Revans' self-help is indeed effective... no small matter in these times of spiralling health costs."

By the early seventies Revans himself had gone to Belgium to bring action learning to the cultural and linguistic divides of Belgium universities and industries. Returning in the mid seventies, fresh from visits to the South Bronx in New York and projects in run-down Liverpool steel towns, he saw inner Liverpool and Manchester and predicted trouble. He proposed an action learning consortium, and stirred up some interest. But it took the riots to trigger action.

I left Professor Revans in full diatribe against academics: "I have a public duty to say to the country that they should not be alarmed that Mrs Thatcher is making the universities think what they are for, or what the hell they should be doing."

man. Then there was Frank Field, schools spokesman, who voted for Silkin on the first ballot and Healey on the second. Finally, Mr Philip Whitehead, higher education spokesman, had voted Healey all the way. Another team of spokesmen with such a strong measure of agreement, commented one Party insider. But perhaps more surprising was the lack of tension between the team and the meeting's chairman, Mrs Caroline Benn - SEA president.

Self help

Self help survives in Lewes, Sussex. The other day a plaque was unveiled to commemorate the first ten years of Lewes nursery class.

But its origins are not at all ordinary. In 1967 a group of parents, incensed at the lack of nursery provision, did a deal with East Sussex council. They said they would raise the money to build a nursery class, and the county agreed to staff and maintain it.

A shining example of the sort of self-help the Government approves of. But it's a nice question whether it could be done today - would an authority take on the running costs? Still, anything that doesn't involve salaries is fair game for dedicated parents. In North Oxfordshire, the staff of 4.3 at Sibford school are being given a new staffroom.

Peter Mansfield, the head, confesses to being pretty tentative when he suggested the idea. But parents had already helped fund extra teaching space, and he thought a staffroom and general adult meeting room would improve the school - which has two infant classes separated from



"A cash bonus for good teachers. We'll have our sweets for good marks yet."

Next week

Books: Brian Emmett on television's effect on children; John Weightman on Mirror English.

Personal column

Ted Wragg

Secret service

"Hello, is that the DES? Can you put me through to information please?"

"Open or classified?"

"I'm sorry, I don't understand."

"Do you want open information or the secret stuff?"

"Well, I want to know when the survey of first schools is going to be published so that we can put on an in-service course for teachers."

"That sounds as if it could be a bit hush hush, I'll put you through to the mole."

"Hello, Deep Throat here."

"Look, I don't quite follow what's going on. I just wanted to ask when the HMI report on first schools was due, and I was put through to you, something about classified information, and a mole?"

"Quite correct, I'm master in charge of leaks, so to speak. You see, some of the lads got so fed up with politicians deliberately leaking confidential information to further their sordid little ambitions, we decided to set up our own 'reliable' agency close to the government."

"I mean, it's fair enough, damn it. Five minutes after a cabinet meeting and anyone will tell you the colour of Miss Pigg's tights for a couple of gin and tonics, but if one of us whispers a word there's a public inquiry and some poor sod gets his vitals severed."

"But how does it work?"

"Easy. There are three categories: 'hot', 'extra hot' and 'pass the asbestos gloves, Ethel'. Which would you like?"

"Well, I only wanted to know about the survey..."

"Tell you what, try a 'hot' one for starters. Did you know that on the day Baroness Whaitell left, Rhodys Boyson was there with his pantochnician at the crack of dawn to bag her large office before the new boys got there first. Scout's honour. I tripped over his tea-chests in the lift myself."

"I suppose you'll be getting used to the new ministers for a bit."

"We're not over the moon. I can tell you. I mean Mark Carlisle really listened. He didn't understand a blind word, mind you, but he listened with that likeable glazed look of his. We'd heard a couple of Tory intellectuals might be shipped in, but usually that only means three or four CSOs. Instead two bloody Fellows of All Souls. I'm all for having one or two toffs, we could do with a bit of class after some of the Labour scruff we've had to put up with, but Sir Monty Python is chief bottle-washer was a bit of a shock."

"Has he made an impact yet?"

"Ah yes. Sorry squire, can't tell you that, it's confidential."

"That's what bothers us. After 1974 Birmingham speech about birth control for the lower end we're a bit worried he might be buying a few crates of contraceptives with Union Jacks stamped on them for HMIs to dole out to the proletariat on their rounds. So far he's sent us a short memo asking (a) how much of Conservative manifesto policy has been implemented? (b) what are HMI doing about improving discipline in schools? I wrote back to him, fortunately very little, (b) coming a little buggers, and signed it 'Wood Bemm'. Well, you have to laugh so you don't cry."

"Won't you get into trouble?"

"Who me? No, I'm demobbing myself in a couple of weeks, then I'll be in charge of leaks. I know that a senior civil servant asked to do a report on the progress rate, well he goes through the HMI with a fine tooth comb and HMI come out smelling sweeter than violets. Need to fire one or two who died on the job and stayed at posthumously, but apart from that the best thing since fish fingers."

"What happens? Sir Derek Thins you know, the Marks and Spencer man put in to hush the bureaucrats and you tell me what a fellow who is a wizard on Y-fronts and seams."

"I can possibly know about education - anyway he sends it but says it's all wrong. Now age letters are flying back and forth as we just hide under the table. Don't want photocopies, by the way?"

"Well I really only wanted to know about..."

"Did you know the younger scheme is being resurrected?"

"You mean the one Rhodys Boyson turned down?"

"Bulky. Collect a few vouchers and a couple of Persil packets and the poor suckers think they'll all send their kids to Eton. We've been told to get that on again. Then there's Manchester tertiary college scheme, that's a biggie. We'd just got Carlisle on the point of signing that one by telling him it was his travel voucher to the PAT conference when, bingo, he gets the elbow and the line, he decides to make a big issue out of it."

"It could have been worse, he might have got Heseltine."

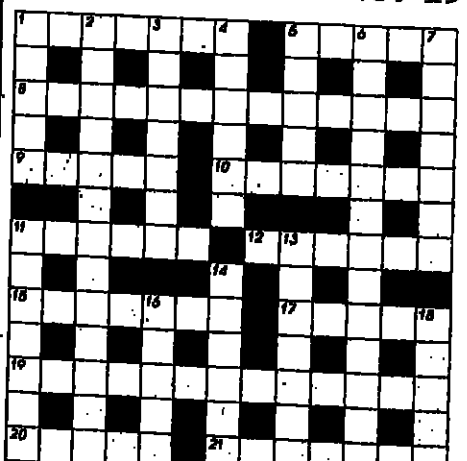
"We might have got Ken Dodd, at least there would have been a few laughs. What was it, by the way, that you were asking me about?"

"The publication date of the HMI survey of first schools."

"Ah yes. Sorry squire, can't tell you that, it's confidential."

TES Crossword No. 19

by Rufus



Across
1 Arrange to get rid of (4)
2 It's about time (5)
3 Current 'gale', on 'Eve' (5,4)
4 A shade 'sanctimonious' (7)
5 Rejoice in (5)
6 Emphatically, declare a preference (6)
7 Sipping like a man after a stimulant (5)
8 Of Romantic origin, he was involved in court (5,4)
9 radio (7)
10 Lead (5)
11 Not exactly an opinion of value (5,4)
12 Number three is wrong (5)
13 A game is confused - result of this? (7)
14 The opposite of dots (5)
15 Fiddle just enough to win (5)
16 The examiner? (5,4)

Solution to Puzzle No 18
1 Arrange to get rid of (4) - 17 Lead (5) - 18 Not exactly an opinion of value (5,4) - 19 Number three is wrong (5) - 20 A game is confused - result of this? (7) - 21 The opposite of dots (5) - 22 Fiddle just enough to win (5) - 23 The examiner? (5,4)

Stamps of disapproval

by Sarah Bayliss



"I note, with some concern, your lack of qualifications, ability and experience. However, in view of your..."

Should a head teacher divert precious school funds from pupils to postage, or be rude and not reply to unsuccessful job applicants?

Shrinking funds, rising postage costs, and the great demand for teaching jobs is making this a serious dilemma for heads.

The head of an east Midlands comprehensive says he would have to spend £9.77 on second class postage to reply to the 85 applicants who have just failed to get a scale 1 history post at his school.

Mr David Maw, the head of Kingshampton Upper School in Northampton, points out that "the polite and traditional practice would be to write to all the applicants regretting that they did not get the job and telling them who did. But 85 times the cost of each letter is a lot of money to pay out."

Mr David Sands, 23, a history graduate of St David's University College, Lampeter, got the job.

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Cash limits could make 90% of teachers redundant at 50

by Stuart Maclure

If the Government sticks to its spending plans, nine out of 10 teachers now in their 40s could be made redundant at 50.

This was the implication of startling figures quoted by Mr John Tomlinson, Cheshire's chief education officer, speaking at the University of Keele last weekend.

The figures were given during a wide-ranging address on teacher education and training, delivered at the Keele University Department of Education's thirtieth birthday conference.

Mr Tomlinson made it clear that he was not stating what the Cheshire authority would do, or advocating any policy for the country, but using the situation in his county to illustrate some of the harsh problems of teacher supply and training at the present time.

At the centre of his analysis was the age-structure of the teaching profession in Cheshire (which is not likely to be specially atypical, though it may not exactly correspond to the national pattern).

This showed that a third of all Cheshire teachers are in the 30-39 age range, and another 27 per cent are in the 40-49 groups. Only 15 per cent are in the 50-plus group, and the group includes 75 per cent of Cheshire heads and 67 per cent of heads of department.

To maintain curriculum-led staffing standards as the pupil numbers fall by a third, there would need to be a drop of 15 per cent in teacher numbers. Government plans, on the other hand, assume a fall in the number of teachers fully in line with that of pupils - that is, 30 per cent.

For the purpose of argument, Mr Tomlinson considered (and dismissed) the possibility of simply stopping all recruiting and bringing forward the retirement of all the over-50s.

This group includes many of the most experienced teachers who are now at their most effective, he pointed out, and quality must not be allowed to suffer by restricting recruitment from outside, where it was necessary to get the best person for any senior post.

Assuming then, that there had to be some new blood brought in all the time at the bottom of the age range, and that only a proportion of the redundancies could be accepted in the form of early retirement by the over-50s, Mr Tomlinson's figures led to the conclusion that a 15 per cent cut in staffing must lead to between a half and three quarters of the 30-50-year-olds being asked to go at 50, if the cuts were to be completed in six years and then held.

This was the good news. The bad news was the full rigour of the cuts required by government spending plans would mean, Mr Tomlinson said, that only 40 per cent of the 40-49 age group would be needed beyond this age of 50.

Teacher training required a much more effective system of management at the national level. The planning was weak. There was no urgent need for a central body which could bridge the binary divide.

There would have to be action on the New Training Initiative - the Manpower Services Commission's outline of how the Youth Opportunities Programme could be used as a bridge to a fully effective youth employment preparation scheme in the future.

Such developments would require large numbers of staff of a kind not now found among teachers or in industry. What contribution, he asked, were the present resources of teacher training going to make to the adult training of supervisors, the preparation of courses, and assessment procedures? If the teacher training system failed to get into it, someone else would fill the vacuum.

For the schools, the most important task was to make a reality of in-service training. It had to be embedded in the schools.

A new kind of teachers' council was needed which could combine concern for teacher training with that of curriculum development - a body forming some kind of connexion between the functions of the Schools Council, Further Education Curriculum Development Unit and the Advisory Council on the Supply and Education of Teachers.



SPOT THE SCHOOL: What it is like to run a primary school among the bright lights of London's Soho. Page 9.

Union row appeals to Sir Keith

A student barred from taking a course in hotel management because he refused to pay a student union contribution has appealed to Sir Keith Joseph, Secretary of State for Education, to intervene in the "worst closed shop of all".

Mr Paul Soden, aged 23, this week launched a campaign, Students Against Compulsory Student Union Membership (SACSUM), from a hotel in Manchester.

Mr Soden, a private fee-paying student had been refused registration at Manchester Polytechnic for a post-graduate diploma course in hotel management because he deducted £36, his estimate of the student union levy, from his course fees.

"Many unions provide excellent facilities, but everyone knows a sizeable amount of their money is wasted on political activities. Education is the worst closed shop of all. You just cannot contract out," he said.

Mr Soden said he was being supported in his campaign by the Freedom Association and by Mr Nicholas Winterston, MP, with a private Bill to make student union membership voluntary, and he has written to Sir Keith for help.

Manchester Polytechnic said it could not register any student who did not pay the full £411 fee. - *THES*

Leap forward for backward readers

by Virginia Makins

Backward readers can make up to a year's progress in just eight weeks by reading aloud with their parents, according to the dramatic results of a scheme devised by three Derbyshire educational psychologists.

The results are the latest in a series of findings which show that systematically involving parents in teaching their children reading pays startling dividends.

Roger Bushell, Andy Miller and David Robson got three schools to nominate junior children with acute or chronic reading difficulties. They met the parents, and broke the ice with a dramatic portrayal of how adults, when hearing children read, can panic and frustrate them by confused and contradictory instructions.

The parents recognized the scene immediately, and warmed to the project. Most found no difficulty in mastering the tactic of "paired reading", chosen by the psychologists. Parents and children were taught to read aloud simultaneously.

If the children stumbled on a word, they simply repeated it after the parents, and both carried on. If the children decided to read alone, they knocked on the desk, and the parents stopped reading until the next stumble, when they joined in again.

Some pairs had trouble with knocking on the desk - but this did not seem to affect the final result. The most difficult part for most parents was the instruction not to make a fuss when children made mistakes. All the books used in the scheme were chosen by the children, however inappropriate they seemed in their reading level or content.

The project lasted eight weeks. On average, the children started off two years behind on reading comprehension and accuracy. By the end they had caught up an average one year on comprehension and six months on accuracy. The average total reading time for each pair was 12½ hours.

The main gains seem to have been made in the first few weeks. In their present, bigger scale project, the psychologists are cutting the paired reading sessions to six weeks, and spending the last two weeks getting families looking at, and commenting upon, a wide range of children's books.

They hope that this will prevent the enthusiasm of parents and children from fading for lack of interesting books to read. At the end of the project, only one of two parents said they would continue with the systematic paired reading - but almost all the others thought that their children's reading would keep up its new momentum at home.

The researchers guess that two major elements may contribute to the apparent success of the method. First, removing undue attention from errors and unknown words reduces the children's sense of failure. Secondly, the paired reading system means that parents also have to learn something.

Another advantage of the system, they believe, is its clear structure. Both adults and children know they must simply carry on when the child does not know a word, so the adults have no decisions to make and the children are encouraged to guess, and use the context, to get at the meaning of the book.

A report on the project will be published in the *Journal of the Association of Educational Psychologists*, next spring.

This week

More power for the DES? 3

Decentralize with the SDP 4

Guildford's own satellite 5

Salford heads for bankruptcy 10

U.S. teacher shortage fears 16

Getting in to Oxbridge 21

The trauma of amalgamation 22

Defence of tabloides 24

Study of the SDP 27

Musical micros 43

Comment 2

Platform 4

School to Work 15

Overseas news 16,17

Letters 18,19

Talkback 20

Features 21-23

Review 24

Arts 25,26

Books 27-30

Media 43

End page 45

Aristides, Crossword and Personal Column 72

Extra

Modern languages 31-42

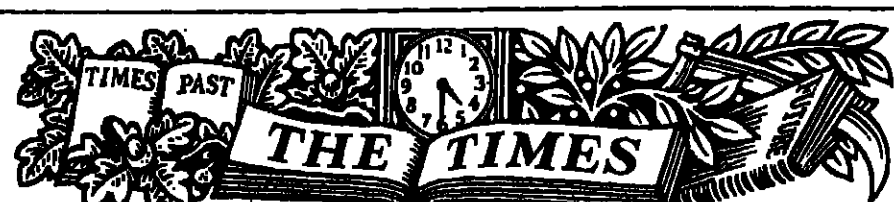
Classified 46

University education departments and the colleges wait anxiously for a decision about the number of students they may admit next year. The change of Ministers has delayed action on the interim plan put forward by the Advisory Council on the Education and Training of Teachers, which proposed an immediate one-year 25 per cent cut in postgraduate certificate courses (PGCE).

Ministers met last week but still nothing was agreed. It is beginning to be suggested that if no decision is taken soon, the present arrangements will have to continue because the time will have run out.

There is, heaven knows, no shortage of unanswered questions about the content and organization of the education and training of teachers. Ever since the end of World War II, the attempt to find answers to them has been bedevilled by the arithmetic of teacher supply. The long history of teacher shortage continued for 30 years into the post-war period — with all that meant for improvised expansion in the sixties — till it came to an abrupt end when rocketing output from the universities and colleges and sharply reduced wastage, combined with plummeting pupil numbers and economic recession, to turn scarcity into glut.

Ever since then the teacher training enterprise has been living with the collapse of the teacher job market. This has, of itself, modified the balance between the various institutional forms of teacher education, with in particular, the build-up in the PGCE and the failure of the BED courses to attract their quota of candidates. When the Department itself was forced last year to issue a circular which, in effect, urged colleges to brace themselves to the task of providing a vocational qualification for large numbers of teachers during the eighties for whom no jobs will be



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Concertina plans won't train good teachers

available till the nineties, the full measure of the teacher trainer's dilemma became apparent.

The gaps between the various types of institution remain unacceptably wide, with what still amounts in practice to two separate systems, one for primary and one for secondary. (Of course, there are many individuals who cross the divide). In secondary education, institutional differences are reflected in subject specialisms.

"Market forces" at present favour a take-over bid by the PGCE — the replacement of the concurrent BED by a consecutive course consisting of a first degree followed by a year's professional training. But this even if extended by some such reorganization of the induction year as Dr Harry Judge proposed in these columns last March (TES 13.3.81), would still

leave unanswered questions for many excellent would-be primary school teachers, and for many specialists in subject areas which are not served by traditional university first degrees.

When the primary schools step up their recruiting as the post-1978 age groups come in with the rising tide, perhaps the market forces will change. But if this were to happen it would do no more than emphasise the continuing institutional confusion.

There is no doubt that there would be a much better chance of getting some sanity into the system if it were possible to extend the PGCE course to two years, at least for some students. No doubt this is what powerful forces within ACSET will seek to promote. This would have a lot to commend it. It is the structural change needed to bridge once and for all the historic divisions in teacher education

dancy, depending on local staffing needs.) There has been some surprise at the large number of people who have taken early retirement and welcomed it. Until there is a civilised scheme offering copper handshakes to teachers in their 30s and 40s, nobody can say how many younger teachers would voluntarily choose to leave teaching and turn their hand to something else.

Emotionally, everyone assumes that redundancy is about people being turned out of their jobs and forced to join the dole queue. But there is, probably a minority group in every profession consisting of people who would actually welcome the opportunity to change direction, which a mid-career gratuity offers; especially those who are unhappy in their work and uncertain of their working skills. Even when there are three million unemployed, one and a half million people change their jobs each year.

The lesson of the figures Mr Tomlinson bravely unveiled is that the humane and wise management of the large group of professional people who now work as teachers depends on I.e.s.s facing up to the meaning of voluntary redundancy. This, in its turn, will only be possible if the Government (and, in particular, the Civil Service Department who are the architect of policies on these matters within the Administration) come to terms with reality.

The politics of compulsory redundancy are, rightly, extremely difficult where public employees are concerned. This being so, there is no way of managing the planned reduction of the teaching force without a negotiated scheme to find out who would volunteer.

More work for the governors

More than six months after that slim, not very prescriptive, document on *The School Curriculum* was dispatched to local education authorities for distribution to every school, the DES has got round to publishing a Circular which asks them formally to do something about it (page 3).

We have come a long way since the Yellow Book and that Ruskin speech five years ago when Labour Prime Minister James Callaghan made his critical speech attacking schools. There followed the questionnaire to I.e.s.s about the curriculum, the talk of frameworks and cores, the fears about centralism and minimum periods for basic subjects.

Most of those fears were laid to rest with the publication of *The School Curriculum*, in which prescriptions had been watered down to placebos. Now the circular makes yet more explicit the retreat from centralism by emphasizing that statutory responsibility for the curriculum still lies — as it has quite explicitly

since 1944 — with I.e.s.s and school governors. Seen in this context, Sir Keith Joseph's special emphasis on the valuable role that governing bodies can play in bringing together the views of teachers, parents and the community when it comes to securing a planned and coherent curriculum ought to be welcome.

However, if these new governors — not to mention the political appointees, who remain in strength — are really to exercise effectively the "oversight" of the curriculum which the law requires of them, they need more help than the pious expression of this circular offer. In the years when heads guarded their secret gardens more jealously, school governing bodies were confined to discussions of minor repairs to the school lavatories, problems about meals and uniforms, and glowing reports about the school journey.

It has been one positive advantage of the drawn-out debate about the curriculum, and the plethora of reports from HMIs and others which have accompanied it, that more governing bodies up and down the country have begun to find a place on the agenda to discuss what is actually taught in the school, both how and why.

This has not always been easy. Teachers may be needlessly defensive when the subject of how they teach maths is first broached; the most committed of parents or politicians may retreat in the face of professional hostility and the bewildering barriers of jargon and trade secrets. The less conscientious will simply be keen to keep the meeting short. But when a good working understanding has been achieved, the process can be a great deal more valuable for both teachers and governors.

Some I.e.s.s run courses for governors. So does the Open University, and there are now a number of useful books. Perhaps in an ideal world nobody would be allowed to take on this voluntary job without first learning how to do it.

Meanwhile, anything the local authorities, the DES or teachers themselves can provide in the way of support, advice and information would help.

A book at bed-time

It happened in Haringey, it happened in Rochdale and now it has happened in Derbyshire (page 1). And with each experiment, the message seems to be clearer: the people who can do most to help children learn to read are their parents.

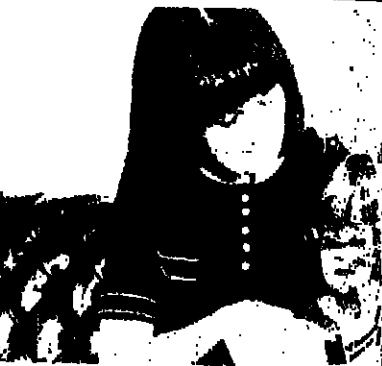
The Derbyshire experiment is much smaller scale than the Haringey one which showed (TES January 16) that getting ordinary middle-class parents to read books five times a week with their children boosted read-

which are buried deep in the great gulf between elementary and secondary education in the nineteenth century.

It would also make planning a bit easier. But it would not remove the difficult interpretation of the demographic evidence. Fundamental error is to try to make the education expand or contract with the ability of teaching jobs. Concerning that won't work. Manpower planning for teaching jobs has been tried without conspicuous success. There is no alternative but to provide would-be teachers with a broad higher education from which to train for many jobs, just teaching. This can most easily be done by developing the consecutive model, but there is also plenty of evidence that good BED can provide a broad education with its applications. The bigger the PIT the more essential this becomes and the more the attempts to indulge in fine tuning of systems.

Equally obvious is the need to shift emphasis towards in-service training. We operational margin for falling rolls, no allowance to ease the pains of continuing practising teachers will always prefer the immediate benefits of a colleague's presence in the classroom, to the potentially distant contribution he might make if released in-service training. But this does not mean nothing can be done.

There will be no single answer: a package of methods is needed, including the inviolable Open University, as Dr Clifford Burt suggested. Creating the conditions for in-service training can go forward. Sir Keith Joseph's first objective is training, and it is on his success in this among other things that he deserves judged.



ing levels significantly, where considerable remedial help in the classroom is needed. Further research, which includes the Derbyshire version, The Bedford Community School in Rochdale, which has systematically involving parents in teaching for three years, also needs evaluation. But the teachers are convinced of the need and this in an area where two thirds of children qualify for free school meals.

All these projects have been carefully need, with considerable help given to parents. No-one could read the book suggesting that parents would achieve spectacular results without such help. The studies are not in any sense anti-teacher, simply say something about ways of parent-child relationships work in education.

But the pay-off if a primary school authority's psychological service, is to make the effort may be enormous. Vera Southgate's recent research on reading in junior schools showed the enormous, often unproductive, effort put in by teachers on reading. Yet only three of the teachers her study said they had tried to involve parents.

The Derbyshire work has another implication. The project was designed to encourage parents encouraged children to develop skills of fluent readers, rather than sticking to individual words.

But the Southgate report suggested that junior teachers have got the message. Teachers, as well as parents, may need careful professional advice on how to get children read without putting them to sleep.

No comment

Lord Justice Ormrod said: "I do not see normal educational systems today are good, and one needs to be careful of the danger of a comprehensive school instead of one run by evangelical sect. The Times October 3."

Proposals would give department new responsibilities for training and budget Pressure builds to extend role of DES

by Mark Jackson

The role of the Department of Education and Science would be extended and transformed if the Government yields to new pressures — from outside and from within its own ranks.

The proposal being pressed is that the department should take active responsibility for all vocational training, and the large training budget now controlled by the Manpower Services Commission.

It would mean that the department would have, for the first time, a direct executive function — and in practice, if not formally, a direct control over a big area of local education authority spending.

The Association of County Councils, voice of the mainly Tory controlled shires, spells out the demands for change this week in its response to the MSC's consultative proposals for reform of the training system, *A New Training Initiative*. At the same time, DES officials are letting it be known that Sir Keith Joseph, the new Education Secretary, is determined that the education service should take a more central role in training.

In its statement, the ACC says

that the commission will not meet the needs of young people simply by extending the existing measures and by using the present structures. It criticizes the MSC for failing to suggest anything else and, like the Further Education Unit, whose views are reported on page 15, reacts angrily to the lack of attention paid in the MSC document to the work of schools and colleges in vocational preparation, or to the careers service.

Preparation for adult and working life, says the ACC, should be an integral part of the secondary curriculum — which it adds will need to be modified. It points out that the local authorities are already a large provider of training, but that expenditure restrictions and falling demand from employers mean that much of their own FE provision is being replaced increasingly by MSC — funded special programmes work. As a result, they are finding themselves in "a disadvantageous position" with decisions being made for them by the commission.

The education authorities, the major providers of craft and technician education, are too often placed in

the position "largely of reacting to ad hoc demands", complains the ACC. They are unable to plan or to use their existing buildings and equipment to the full; and at national level, it alleges there is a lack of communication and sometimes competition between the DES and the MSC. The association tells the Government not to waste time and money on trying to make the present muddle work better. It says the number of agencies should be cut, and that while all the interests concerned should be associated with a consensus supporting the new arrangements, they need not all be involved in carrying them out at every stage.

The ACC calls for a new statutory framework based on the existing responsibilities of central government departments, local education authorities, and employers. It says that there is a strong case for giving the DES formal responsibility to cover the area of vocational training "in such a way that the department should be enabled to have an executive arm similar to the present training service and special programmes divisions of MSC".

The association makes it plain that

it means that the new DES arm should take over the MSC's responsibilities for training rather than complement them not only by its reference to "the present" MSC divisions, but in a further paragraph declaring: "The present structure of departmental responsibilities implies a division between education and employment which we find unacceptable — and which can have no meaning for individual trainees. Employment is a key objective of education."

The statement goes on to confront the main argument that has been used to justify channel Government money for training and for educational and other help to the young unemployed through the MSC rather than through local authorities — that the rate support mechanism provides no way to ensure that the money will be used as the Government wants. If the provision of further education and vocational training for all the under-19s who want it were to be made clear legal responsibility of the authorities, then they would be provided, says the ACC.

Views on the MSC proposals — see school to work, page 15.

Curriculum directive

by Bob Doe

The Government took further steps to influence directly what is taught in schools in a circular sent to all maintained schools this week.

Following the Government's guidance on what all schools should teach in *The School Curriculum* sent to all state schools last March, the latest circular tells all school governors they should encourage schools to comply with *The School Curriculum* "within the resources available".

Local authorities are told again in their circular that they should review their curriculum policies, their arrangements for making these policies known and the extent to which schools follow them.

The Secretary of State "looks to governors" to encourage schools to cooperate in this, says the circular and reminds both local authorities and governors of the Government's view that all schools should set out in writing their aims and assess how well they are achieved.

The circular is formally addressed to local authorities and the governors of the mainly church voluntary aided schools, though 35,000 copies have been issued for all primary, secondary and special schools.

Heseltine meeting

by Biddy Passmore

Local government leaders were to meet Mr Michael Heseltine, the Environment Secretary, this morning, to talk about spending prospects for next year — and to tell him what they thought of the Government's proposed legislation to limit council's rate-raising powers.

The three local authority associations are now at one in opposing the Government's plans, which centre round a proposal to force local authorities to submit to referendum before they can raise rates above a centrally-prescribed amount.

After months of internal warring, the Conservative-controlled Association of County Councils decided on Monday to put local government unity above party loyalty. At a tense meeting of the policy committee, a motion was hammered out between Conservative and Labour members which "reasserts the essential importance of local democracy and of avoiding any further encroachment on local autonomy" and "rejects the system of referendum as a substitute for a system of electoral responsibility which is more fully responsive to levels of local expenditure".

This motion is considerably stronger than the original proposed by the Conservative group, which merely rejected the system of referendum as a "permanent substitute". In addition, a clause suggesting that the Government's measures should be subjected to detailed scrutiny was deleted.

The counties' formation of a united front against Mr Heseltine's plans has averted a major split in their association. Labour and Liberal-controlled counties had threatened to break away if the ACC did not stand up to the Government, (Derbyshire has already left), and many strong Tory counties had already condemned the Government's plans.



Sir Keith ponders call for charter

A confidential working party report being studied by Sir Keith Joseph, Education Secretary, recommends that the University Grants Committee be given a Royal Charter, to operate on the same lines as research councils.

The Joint Department of Education and Science/UGC working party propose that the UGC becomes a legally independent body employing its own staff, but with senior posts filled by civil servants on secondment.

The group was set up to review the UGC position because of three separate developments: the recommendation from the Parliamentary Select Committee on education that the UGC secretariat be independent of and not recruited from the DES; proposals for a national body in the public sector which raised questions about the UGC's position and status; and the need to make civil service staff cuts.

The report comes out against two UGC proposals, setting up a limited company, UGC Services Ltd, outside the civil service, or contracting work out to commercial contractors, for some of its services *THES*.

SDP support for mixed economy

Social Democrats, at their first conference in Perth last week, upheld the idea of a mixed economy in their thinking about educational provision.

Miss Jetta Megarry, former deputy director of the Scottish Microelectronic Development Programme, called for private enterprise to complement state provision in the training and education of those aged 16 to 18. There were already good examples of such cooperation in higher education.

At the conference there was the inevitable educational row — revealing

that there is nothing new under the sun not even in a new political organization.

Mr Sandy Cowie, retired director of the Manpower Services Commission in Scotland, clashed with Mr Henry Philip, head of Liberton High, Edinburgh. Mr Philip suggested that schools should play their full part along with further education colleges in improving educational provision for those 16 to 18 ages so that they would be engaged full-time in education, training or employment, or a combination of these.

Restraints on department sharply attacked

Sharp criticisms of the constitutional restraints that prevent the Department of Education and Science funding specific activities in school is made in a Government report this week.

The report is by a senior industrialist called in by the Education Secretary to examine the effectiveness of schemes to link schools and industry. The industrialist, Mr Neville Cooper, director of administration

of one of Britain's biggest manufacturing companies, was astounded to discover that activity in this field is being funded by the Department of Industry.

Mr Cooper was told that the DOI was empowered to spend money in this way, which could not be channelled through the DES because it would mean dictating to the local authorities how they should use it. He says: "Whatever the merits of

the democratic argument, the present constraints appear excessive. They do not prevent Government exerting an influence through the use of funds given by the DOI or other bodies like the Manpower Services Commission, but they do ensure that the one department which might be expected to play a leading role is excluded from these activities."

Mr Cooper recommends that there should be no cutback in efforts by the DOI.

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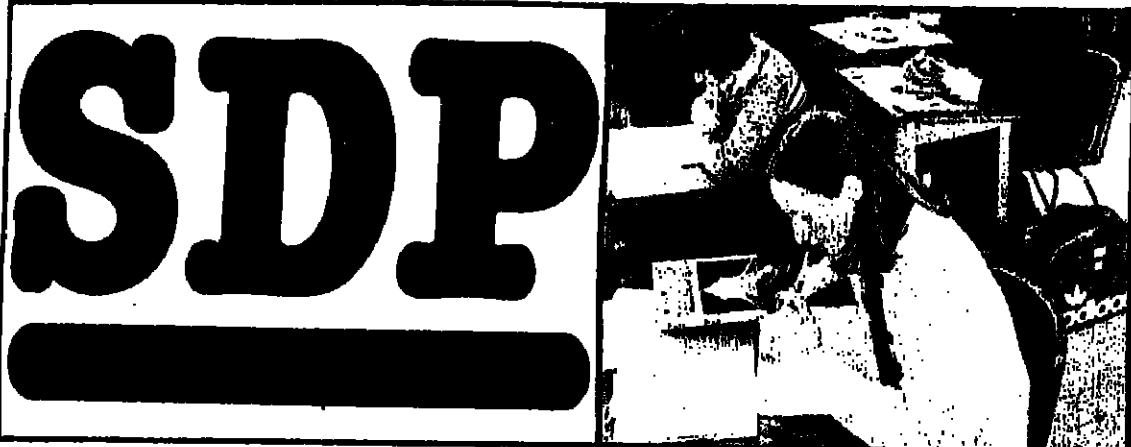
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Platform

As the Social Democratic Party confers nationally for the first time, Tyrrell Burgess considers the thinking behind education policy making.

Developing a 'service' tradition



It is no coincidence that many, perhaps most, political philosophers have also been philosophers of education. People who wish to understand or to change society find they have to understand and change education. If they fail there, they fail elsewhere.

The problem for a Social Democrat, in creating an education "policy", is not new in itself, but his solutions must be. Given his views about society his proposals for education may not look like a "policy" at all.

There are a number of beliefs that seem to be characteristic of those of us who have formed the Social Democratic Party. First is respect for the individual. Too many people in Britain today are in despair, their potential limited and their personal growth stunted. Their problems are to be tackled, however, by increasing their individual control over their own circumstances, not by inventing "class interests" or through corporate power. A second belief is in co-operation and in harmony and cordiality in public affairs. People can, out of goodwill, be enlightened self-interest, help to meet the needs of others, and society can be organized for these purposes.

The vehicle for expressing these beliefs is democracy, not just as a means of changing governments peacefully and periodically, but as a style of life and social behaviour which is creative and educative in itself. In a democracy power is diffused and responsibility placed where it can best be exercised. Politics is not so much about power as about persuasion. Institutions are to be thought of as solutions to some problem or problems, and the whole range of them, including the state, political parties, the market, the public services, or not ends in themselves to be supported or attacked from first principles, but serviceable drudges to be used as and where apt.

Education can be an example of these beliefs in practice, and the means for their realization in society at large. They imply, for example, that pupils and students take some responsibility for their own education, partly because this makes learning more effective, and partly as a training for responsibility in later life. There are plenty of examples to suggest that such responsibility is fruitful. In particular it is important that everyone, at the end of compulsory schooling, should have something to show for his years of education, a statement summarizing his capacities, qualities, achievements and ambitions, backed by a folder of work as evidence for what is claimed. The programme which the statement and folder represents should be one which the student has had a major part in planning and carrying through. Schools can be persuaded to organize for such a system, provided only that arrange-

ments can be made to assure them, their students and parents of the general validity of what they do. A system of validation for schools is urgently needed.

Such a development would mean turning round the present centralizing tendencies. There would be no place for the impertinent vulgarities of a "core curriculum". It would encourage the apt use of existing forms of assessment and examination and the development of new ones.

Above all, it is important to develop the "service" tradition of education, as against the dominant "autonomous" tradition. Education has for too long been thought of as knowledge for its own sake, or at best as a matter of analysis and criticism. It needs to redress the balance by developing the formulation and solution of problems, the capacity to do so, to make and to organize, the satisfaction derived from personal capacity and the social benefits of increased competence.

Fortunately the means for doing all this are at hand. All we need is the courage to turn our existing arrangements into convictions. In law the education service must have regard to the wishes of individual parents. In law the organization, management and discipline of schools are in the hands of the head teacher, and he and his staff are accountable to a governing body for what they do. This intense local responsibility and accountability is very precious and can still be enhanced, largely by the reduction of party influence on governors' appointments.

The provision of education in an area is of concern not just to those directly involved but to everyone. The providing authority must be directly elected and responsible for raising its own taxes, in the form of rates or otherwise. The authority must balance the local demand for services with local readiness to pay. The system it creates must be locally acceptable. If any individual or change wishes to advocate or resist it, he must be able to do so in an accessible body, not have the issue referred through tiers of administration, to some remote body. The ignorant power of the centralized state has no place in a democratic society. The present emasculating of local government, in other words, must be decisively reversed.

This organization of education greatly enhances the rationality of the centre. The powers of a Secretary of State should be those which an individual can exercise with the help of a small department. In this way he can be genuinely accountable to Parliament. In the other public services accountability is, in practice, more when things go wrong because nobody holds them responsible. It is the job of the Secretary of State to

lead the service, not impose upon it, to defend education in the Cabinet and the country to regulate the provision which local authorities make, to inspect the outcomes and to arbitrate in disputes. This is an imaginative job and one that could even give pleasure to its holder. Recent Secretaries of State who have tried to do more have been embittered, frustrated and glum.

Nowhere is the collapse of local initiative more damaging than in further and higher education. The legal responsibilities of local authorities have been undermined for three decades by centralized decision. The local authorities do not provide a further education in all their areas. Some have too much. Some have none. Local provision is fragmented and confused by costly and centralised "training" bodies. It is time to revive the obligations of local authorities for further education, so that their schemes include not only the provision which they themselves make, but also that which is made in their areas by other bodies. This is not an argument for reducing the plurality of provision, still less for a meaningful coordination. It is a way of encouraging the elected authorities to consider the provision that is made, not, through cooperation, to improve it.

They should similarly be encouraged to review the provision for higher education and the education of adults. In particular they should have responsibility for education in their areas up to undergraduate level, either for providing it themselves or by securing its provision, for example by making grants to local universities. Fortunately the need for the approval of the Secretary of State for making such grants was removed by the Education Act 1980.

A return of responsibility to the local authorities would make it possible to revive the UGC as a "buffer" between a funding government and genuinely "autonomous" activities and institutions. The UGC has become little more in recent years than an arm of the centralized state. It is typical of British decline that we are giving up our most fruitful traditions, of individualism and decentralization, at precisely the point where our continental neighbours are discovering them. It is time to recall that education is for individuals rather than the state, and the diffusion of powers the best guarantee of resilience and flexibility. Above all we must persuade people again that an education service can help to tackle the problems of poverty, ignorance, incompetence and decadence which remain in even the most advanced industrial societies. Those of us who work in education must believe in what we are doing.

Tyrrell Burgess is chairman of the Croydon Social Democratic Party and author of the party's green paper on education.

Threat of suspension or dismissal is lifted from head

Bob Doe

The governors of Tarring High School, Worthing, have reprieved the school's headmaster, Mr David Horton, whose suspension or dismissal was recommended by Mr Roy Potter, Director of Education for West Sussex.

Mr Horton was suspended with pay by Mr Potter last June for intemperate language in his attacks on plans to merge his boys school with Galsford High School for Girls. In his objections Mr Horton wrote: "The children of Worthing will not be best served by an authority which bullies and acts as a censor, by officers who lie and misrepresent and are rude when they are challenged, and by a working party whose investigations have rarely risen above the level of an informed cocktail party."

He also alleged that some governors stifled discussion of the school and town's educational problems.

A panel set up by the county's school sub-committee to look into these allegations concluded that this was a disciplinary matter for the school governors to consider.

Mr Potter recommended the governors should ask Mr Horton to agree to paid leave or secondment for this year. Then if the merger,

which is currently being considered by the Education Secretary, is approved, Mr Horton should be cleared redundant.

But if the merger did not take place, Mr Horton's employment should be terminated, with severe pay equal to his redundancy payment, the director proposed. In such agreement could be reached with Mr Horton, then his payment should be terminated, Mr Potter advised.

According to an education and city spokesman the governor's decision was that "a final written report be given to Mr Horton by a professional conduct in that he had been unable to deal with the Croydon/Tarring merger in the professional way expected of a headmaster."

The governors found insufficient evidence to substantiate a charge of incompetence, management of the school from 1978 to 1981 raised by the Director of Education.

Throughout these events Mr Horton has had the vociferous support of some parents of boys at the school.

The governors' decision has been confirmed by the school committee which meets next week.

Tory plan to reorganize Gloucester schools hits snag

by Sarah Bayliss

A Conservative plan to retain two grammar schools in Gloucester and to reorganize other secondary schools as comprehensives has run into difficulty.

A surprise vote in the county's education committee last week demanded that the plan for all Gloucester's secondary schools be reexamined.

It is the latest hitch in a 15-year long debate over the city's schooling. However, the vote by Labour, Liberal and co-opted members combined could be overturned in full council next month when the Conservatives - with support from a group of independents - will have a majority of three.

Mr Peter Robins, a Tory councillor who helped engineer the plan for grammar schools, said this week: "I believe our group is firmly behind the retention of selective schools". Closure notices on the schools concerned should be issued this autumn, he said.

Although most schools in Gloucestershire have gone comprehensive the county approved the "grammar retention" scheme last year. It proposed that two grammars and six comprehensives be created in Gloucester out of a pattern of five grammars, three comprehensives and six secondaries.

But spending cuts prevented new school building going into the capital programme and the plan, priced at about £6m, was delayed. Since then there have been elections and the Conservative majority now depends on six independents.

Thousands have to 'rough it'

Thousands of students will be arriving bleary-eyed for lectures this week as they start the autumn term with only a camp bed or a floor to sleep on.

The National Union of Students estimates that over 10,000 students will be homeless at the beginning of term, the result of a student housing crisis that gets worse every year.

Worst hit are the polytechnics, where the abolition of a £20m subsidy on college accommodation has caused many small hostels to close.

At Kingston Polytechnic, where a 125-person hostel was closed in the summer, students camped out first in the bar and then outside the director's office. He has now reopened three old teaching blocks to help out and between 50 and 70 students are

Labour now holds six of the 18 in Gloucester city.

Last week the education committee voted 20-13 in favour of Labour motion that efforts should be made to find a new and decent scheme. Some Conservatives were absent from the meeting.

Mr Phillip Harris, deputy Labour councillor, claimed this week that at costs would be much less than the £11.1m plus a sixth form college instead of the proposed £12.5m for the new schools.

He said Labour's election manifesto gave a commitment to select selection, but "the second thing", given their minority position would be to get a sixth form college established.

Mr Robins denied that the plan would be lower under Labour. "It was vital to have at least six forms of entry, to force so-called 'comprehensives' since the present grammar schools would dilute the range of ability."

In August the Education Secretary rejected a proposal to abolish grammar schools in the Forest Dean area of the county. He was satisfied about the provision for 16-19s in two comprehensives for 11-18s and for the 11-16s.

In neighbouring Cheltenham Stroud the county council is planning to reorganize selective schools into comprehensive lines from 1983. There are no plans yet to organize the remaining Westwood's Grammar School in the east Cotswolds.

Commonwealth awards

Six hundred and fifty scholarship and fellowship award holders from 43 Commonwealth countries will be studying at universities and other higher education institutes in Britain this academic year, under the Commonwealth Scholarship and Fellowship Plan. Of the 650, 353 are new award holders arriving to take up their places this month.

The TUC's general secretary, Mr Len Murray, said this week his blessing to a new alliance of Methodism and baked beans, to help the young unemployed. He handed a £10,000 cheque from Heinz to the National Children's Home to help them start.

The NCH, which is governed by the Methodist conference, now runs not only residential homes, but a variety of projects for families and disadvantaged children, in particular the handicapped. The £10,000 is an advance payment on the NCH's share of £300,000 which Heinz is to distribute to charity.

Bob Dee reports on the launch of the first schools satellite Up, into space, at 17,000 mph

The first satellite built specifically to enable schools and colleges to carry out observations in space was successfully launched this week, but a communications hitch could mean it will be several weeks before it can be declared working.

The UOSAT Educational Satellite was conceived and built at the University of Surrey, Guildford, from where it is controlled.

It was given a free launch from California by the North American Space Agency last Tuesday. The satellite circles the earth 330 miles up in a polar orbit every 90 minutes. It is designed to send back pictures of the Earth and synthesized voice descriptions of conditions in space, which schools with just a small amount of special equipment will be able to pick up on ordinary TV sets and radios.

The Surrey university team under Dr Martin Sweeting, who put the low budget satellite together from parts begged, borrowed and improvised, listened anxiously from their command centre as a deadpan voice from California relayed the countdown and liftoff.

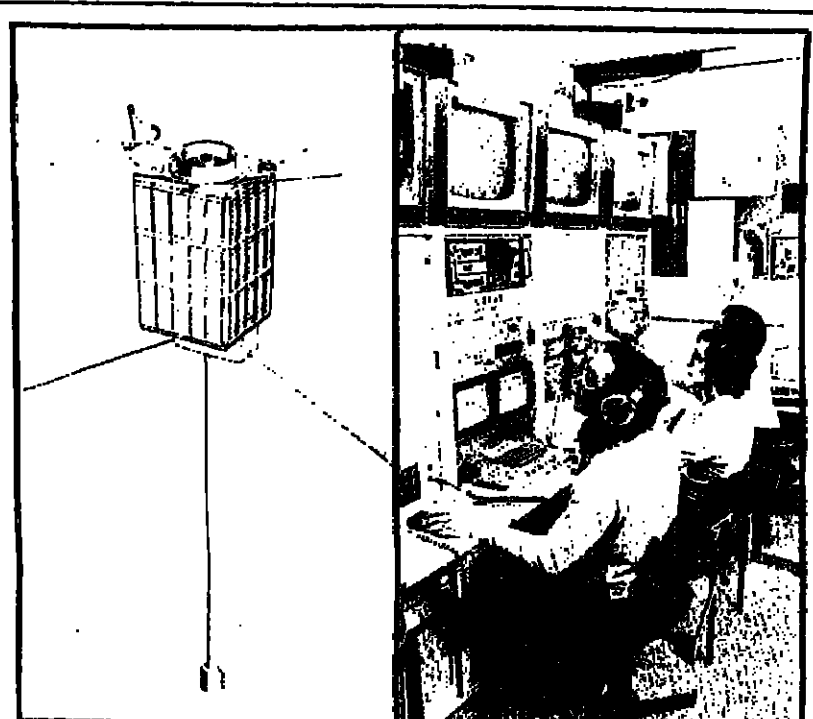
The spacecraft's delicate electronics were subjected to tremendous stresses as it soared up to circle the earth at 17,000 miles per hour. Ten minutes after separating from the final stages of the rocket over Africa the satellite

passed within range of the Surrey control. They radioed the command to switch on, which it did. But it would apparently do little else.

The satellite was not sending back the data the controllers needed or responding to the commands they sent up. This was thought to be either a radio fault or because the orbit is such that the aerials are pointing the wrong way when it passes over Surrey. Strong signals are being received by tracking stations in the southern hemisphere.

The Surrey team is confident it will overcome the problem, even if it means going to South Africa to do it. They have to stabilize the satellite's flight so that it is not tumbling through space, point the camera and aerials towards the earth and the more delicate parts away from the sun. Then begins the long process of checking all the satellite's circuits and functions, all of which is expected to take several weeks.

After that, schools and radio amateurs will be able to use it to take measurements of the earth's magnetic field and to monitor conditions in the ionosphere. They will be able to receive TV pictures of areas the size of Scotland. This is expected to open up space research to amateurs and enable them to make the same sort of contribution that they do in astronomy.



Belt ban has not led to worse classroom behaviour

by Nell Munro

Teachers and pupils in schools that have abolished or reduced corporal punishment say standards of behaviour are no worse than they were before.

This is the major finding of a research project into the use of the belt and alternative sanctions in schools, which was carried out by the Scottish Council for Research in Education on behalf of a working party of the Convention of Scottish Local Authorities.

The working party will hold what is expected to be its last meeting next Thursday. Publication of its long-awaited report should follow shortly afterwards. While there have been differences of opinion within the working party, it will be surprising if the report differs in any material sense from the conclusions of the SCRE study.

Other conclusions, so far confidential, are:

- No school, having abolished the belt or moved towards its abolition, has considered reintroducing corporal punishment;
- There is no "cure-all" sanction to replace the belt. Schools have employed a variety of common alternatives such as detention, reports, isolation, suspension;
- Pupils are divided on the effectiveness of the belt, but "there is among them a clearer consensus on the real or probable effectiveness of detention and parental involvement";
- Head teachers distanced themselves from day-to-day discipline problems so that they could act as the final arbiter within the school;
- Teachers in abolitionist schools spoke of having to work harder, but also improved relations with pupils. They relied on a "good tight discipline system" to provide an overview of what was happening and to pick up behavioural problems early;
- There was no obvious or preferred timescale for abolition.

One of the major research findings is that the voluntary abolition of the belt will only work if there is no radical shift in traditional teacher/pupil relationships and if schools undergo trial periods of abolition followed by a review of the situation. This seems to imply that, firstly, pupils must not see the abolition of the belt as part of a relaxation in school discipline. And, secondly, that teachers would be more likely to cooperate in the abolition of the belt if they saw the start of the process as an experiment.

Other points to have emerged from the research are that there must be a strong senior staff team in the school with a united front, maintaining regular consultation with the teachers. Some teachers complained that, where the belt was abolished, minor misdeeds were tolerated and feedback to the teacher who had reported the pupil in the first instance was not perfect. Good referral systems were therefore crucial.

In brief Wrong A levels

Many sixth formers take the wrong A levels, according to the Association of Polytechnic Teachers. The Association has written to the Minister responsible for higher education pointing out that many students find that their A level subjects do not give them entry to courses and institutions of their choice. It wants parents, teachers and students alerted to the need to choose wisely.

Royal president

The Duke of Kent is to be the president of the Modern Language Association during 1982. He is a qualified linguist, and chaired the British Overseas Trade Board Study Group on Foreign Languages in 1979.

Catholic Brothers want to do more than just teach

Members of Catholic religious orders were becoming increasingly dissatisfied with merely teaching in schools, heads of RC schools in the Nottingham diocese were told at their annual conference last week.

Speaking at Nottingham University, Mr William Keenan, a lecturer at Trent Polytechnic, said his research among the Marist Brothers showed the order was looking for different

Part-time music teachers get their redundancy notices

Redundancy notices have been sent out to 17 part-time music teachers in East Sussex. This follows a decision last month that the equivalent of eight full-time music teachers would have to go.

The education authority made the move because of a High Court ruling which outlawed the payment of fees for teaching musical instruments. Notices have been sent to 17 part-time teachers of guitar, piano, percussion and singing whose hours add up to the equivalent of four full-time teachers. In addition, five other part-time teachers, all over 65, have been told they must give up their teaching. Hours of the remaining teachers have been adjusted to achieve the necessary savings.

A spokesman for East Sussex said that redundancies had been in specific musical areas in order to do least harm to the county's orchestral traditions.

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Heinz means cash for jobless

The TUC's general secretary, Mr Len Murray, said this week his blessing to a new alliance of Methodism and baked beans, to help the young unemployed. He handed a £10,000 cheque from Heinz to the National Children's Home to help them start.

Teachers unite to oppose 4% limit on wage rises

by Diane Spencer

Teachers joined with other public service workers this week to fight the Government's 4 per cent limit on wage increases.

The local government working party and the public service committee of the TUC agreed to fight for claims that would maintain the living standards of their members.

However, a common settlement date for pay claims was thought to be an impossible aim for this year.

The working party recommended that the local government committee of the TUC, which meets next week, should set up a co-ordinating committee to campaign for this joint pay approach.

Mr Dough McAvoy, deputy general secretary of the National Union of Teachers, who was at the meeting, said: "This is a very reasonable and responsible approach which should be welcomed by employers."

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "We are happy to cooperate and see how things go, but there are still severe practical difficulties to overcome."

The college lecturers' union says it intends to ignore the Government's 4 per cent limit when they draw up their salary claim for 1982.

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Universities may face 30% cut in student teachers

by Bert Lodge

A cut of 30 per cent in the number of graduate students admitted to teacher training in most subjects next year could be imposed on university departments of education within the next two weeks.

This is believed to be the figure recommended by the University Grants Committee and currently awaiting approval on the desk of Sir Keith Joseph, the new Education Secretary. In July, the Government's advisory committee on the supply and training of teachers called for a cut of 25 per cent in next year's admissions with due regard for the shortage of teachers in maths, physical sciences and technology.

Mr. Mark Carlisle, the previous Education Secretary, was removed from office before he had time to either accept or reject the recommendation.

Four staff seek High Court review

The four teachers suspended or sacked from Litherland High School, Sefton, Merseyside, are applying to the High Court for a judicial review of their case.

They are also suing Sefton Council leader Mr Eric Storey for libel and slander.

Last week, one of the teachers, Mrs Lynda Hughes, walked out of a council appeal hearing with her solicitor who described it as a "Kangaroo court". She had been suspended from Litherland for leaking confidential reports about the school's record on savings.

The appeal was chaired by Mrs Mildred Monk, the education committee chairman and a conservative councillor who, the solicitor, Mr Rex Makin, claimed had been involved in the sacking of Mr Alan Corbish, so there was no chance of a fair hearing.

The appeal panel was due to meet again to hear Mrs Hughes' case yesterday, but she did not intend to be there if Mrs Monk was still in the chair.

Union moves boost women

New initiatives to encourage women members to play their full part in union matters are put forward by the National Association of Teachers in Further and Higher Education this week.

Branches and regions should ask women to stand when vacancies in office occur, there should be regular discussions on proportional representation for women on all decision-making bodies and women should be encouraged to attend NATFHE training schools, the union says in a new publication, *Breaking down the barriers*.

It says only two per cent of NATFHE regional officers are women and, despite a comprehensive equal rights policy, the overall picture is "very depressing, especially for a union that has a reputation for relatively progressive policies on women's rights".

Dyslexia meeting

The first annual Dyslexia Institute week will be held at the end of the month. Starting on October 26, the week takes as its theme "Dyslexia displayed - the hidden handicap exposed".

The Institute estimates that dyslexia, a disorder of learning to read, write and spell, affects 4 per cent of the population.

partments seem convinced that whatever happens a definite decision will be made.

Meanwhile, more than 18,000 applications to start postgraduate certificate of education courses next October are lying untouched in admission offices because departments are uncertain how many places they will have to offer. Admissions this year number about 10,000.

Institutions in the public sector have been given the chance to suggest where cuts should be made or why none should be made, but the timetable for consultation was so unrealistic that some polytechnics and colleges of higher education are pleading that it is too late to do anything.

Although not faced with such a clear-cut reduction as the UGC is thought to have prescribed, public sector institutions point out that the bulk of graduate training for primary teaching - to which the advisory committee recommended recruitment be strictly limited because of job shortage - is located not in universities but in polytechnics and colleges.

The number of public sector places in this speciality numbers about 3,500, compared with just a few hundred in universities.

The university departments of education counter this plea for sympathy by pointing out that they also face a threat from another quarter. Again directed by the University Grants Committee, vice-chancellors are seeking economies of 15 per cent in total expenditure, which could imply up to 3,000 lecturers being made redundant.

Education departments tend to have a higher proportion of older lecturers and it is here where pressure to "volunteer" for redundancy may be greatest.

An innovation due to start next year, and which will affect both sectors, is the scholarship scheme. A £300 tax-free bonus will be awarded to 60 selected graduates who undertake to teach shortage subjects for at least two years after qualifying.

They will be chosen from applicants to four university departments of education and two public sector institutions.

Parents fight to save schools from county

A Save our Schools campaign has been launched in Harlow to oppose Essex County Council's plans to close two of the town's eight comprehensive schools, to turn the remainder into 11-16 schools and to establish a tertiary college for the over 16s by 1984.

The education authority estimates that the intake of secondary pupils will fall from the present 46 forms of entry to 35 by the late 1980s before re-attaining today's levels in the early 1990s.

Sixth forms would reach their lowest size of about 70 pupils in each by 1994. Last year, of 92 first year A level groups in Harlow schools only 42 met the county criterion of having a minimum eight students.

Mr Richard Barrett, a teacher and secretary of the campaign, said many parents and teachers suspected the plan was simply an excuse for further economies.

"Essex never has been a good provider, he said. Look at the way it is refusing to heat school swimming pools this year. And the teacher-pupil ratio is the worst in the county."

"According to our statistics, there will be as many pupils entering the schools by 1989 as there are now."

THE TIMES EDUCATIONAL SUPPLEMENT 9.10.81

What are you doing for Christmas?

Hornby Upper Juniors are presenting the Nativity Scene.



Green Lane County Juniors are putting on the school's Christmas Pantomime (costumes and scenic effects by Miss Brown and helpers).



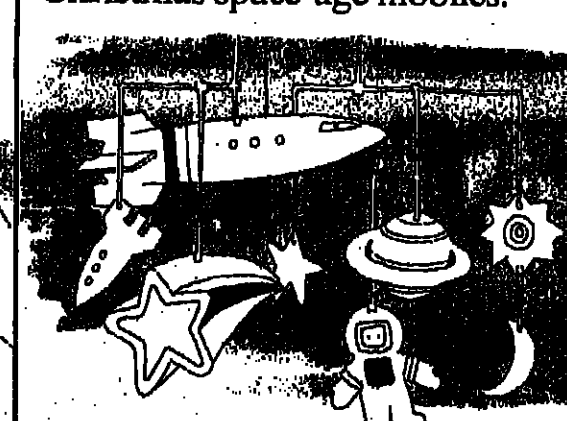
Brightside Infants are doing coloured streamers and tree decorations.



Appleby Lane Juniors are showing off a special Christmas Corner in the classroom.



Bramhall Infants are concentrating on Christmas space-age mobiles.



Elm Wood County Primary children are making Christmas cards for their families.



NUT suspends five over protest

by Hilary Wilce

Five officers of the National Union of Teachers have been suspended from the union for six months after refusing to obey an executive directive to call off protest action. They will be expected to sign a promise to obey union rules before being reinstated.

The five, all from the Southwark association of the lobby of councillors in protest against the compulsory transfer of teachers at the end of the summer term, general secretary, that they should call the action off.

The five are Mrs Amanda Leon, secretary; Ms Debbie Webster, vice-president; Ms Sue Lowenstein, member; Mr Ray Cooke, treasurer. They made a joint submission to the disciplinary panel which heard their case on Saturday, and will appeal against their suspension.

A sixth officer from Southwark, Mr Joe Bent, president, who was also facing the disciplinary committee,

made a separate submission.

More than 100 people picketed Hamilton House, the union's headquarters, during the hearing. Ms Amanda Leon said she did not know whether the five would be willing to sign an agreement to abide by union rules. "The way we're feeling at the moment, probably not."

The suspensions are a replica of a clampdown on left-wingers to Lambeth by the NUT's leadership earlier this year. And a few weeks ago 89 teachers at Alpertown High School, Brent, were found to be in breach of the rules but were reinstated.

Now militant members of the union are planning to fight back against executive disciplinary action for breaches of union rules.

Sixteen NUT associations are sponsoring a conference on union democracy, to be held in London in December. The organizers say that NUT national officers have not simply been implementing union rules, but are politically opposed to a section of membership.

State heads defend private sector

Private schools were defended by 12 secondary heads working in the maintained sector in a letter to *The Times* on Wednesday.

"The existence of an independent sector could well prove to be the most effective safeguard of those of us in the maintained sector have against the signatories, headed by Mr Lawrence Norcross, head of Highbury Grove School, London."

"We do not regard the state monopoly in the sphere of education as either educationally healthy or politically acceptable."

Criticising the Labour Party's "current obsession with educational privatisation", the letter challenges the Party's proposal to "exact too high a price from the rest of us. There are other ways of ensuring that inherited or conferred privilege does not succeed at the expense of merit."

This is what Labour politicians should give their attention to instead of eroding a fundamental freedom, the letter concludes.

Most of the signatories are heads of London schools, but among the 12 is Mr A. J. Pettit, head of Maidstone Grammar School.

A case for ILEA

The collapse of the William Lloyd school in Islington, north London, the mid-1970s was due to the London Education Authority's inactivity when it should have intervened when it should have been firm, Mr Peter Newson, ILEA education officer, told a meeting of the University of London Institute of Education this week.

The affair was seen at first as an example of poor primary class within the ILEA yet the truth after a few unexcused years, the school's primary schools were some years by year. Despite the inquiry, the press was unable to understand another school like it.

"County Hall was inhibited by a number of strong-willed people," Newson said. "Why then the school?" The answer is that the school was a powerful and contradictory force. The new policy, vigorously adopted, of openly devolving power to governors and other was in line with the older and more traditional tradition of secretly doing so.

The law supported the old tradition position, Mr Newson said. The more a body with functions decided to involve others, who had no statutory powers, the more it had to do to ensure what was happening was necessary, he prepared to accept.

"So beyond the legal problem, wider problems remain. How is freedom that can be withdrawn will to be made genuine and how the accountability of those who pay it? These two problems must be tackled in the 1980s."

Discussing the external pressure on ILEA over the past decade, Mr Newson said the education service in the UK began with the public approval of its work and the ILEA with the prestige of the London County Council behind it, during this approval.

During the decade, however, the pressure grew. Government came to believe that the education service was not giving value of money and the press took up the theme. Increasingly, the education service was on the defensive.

For the ILEA the attack was sharper than elsewhere. The authority to exist at all, several inquiries into ILEA and the Baker report came, and the report by Lady Young's report to the House of Commons, including that the authority should be as it is.

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OFFER CLOSES ON 31st OCTOBER 1981

Bert Lodge reports on an NUT conference on in-service training

Teachers urge union to end committee boycott

The National Union of Teachers is under growing pressure from members to call off its boycott of the Government's Advisory Committee on the Supply and Education of Teachers (ACSET).

When the committee was reconstituted a year ago, the NUT refused to accept the two seats it was offered on the grounds that they were insufficient for a union with 250,000 members. In July the committee, made up of employers' and teacher union representatives, made important recommendations on scaling down the teacher training system without any NUT representatives having attended its meetings.

The union's advisory committee on teacher education in its annual report, which was presented to the union's national conference on in-service training held at Stoke Rochford last weekend, agreed to urge the NUT executive to think again and join ACSET.

"It's not a question of a climb-down, but rather of taking a step forward", Mr Frank Harris, York University department of education and vice-chairman of the advisory committee, said. "We believe the union can no longer be out of important decisions being taken at national level."

After the conference, Mr D. Goddard, warden of Wnfield teachers' centre and joint vice-chairman of the advisory committee, said there had been a campaign to

reverse the decision since it was made.

"We understand the executive's feelings about being proportionately represented, but we've made the protest now", he said. Numbers on ACSET do not matter so much as, say, on the Burnham committee. They do not take formal votes in the same way."

It is known that the NUT executive is almost evenly divided on the issue. Although a proposal to end the boycott was rejected earlier this year, it was defeated by only one or two votes among the 41-member executive.

In addition, the union has maintained a lively, if covert, interest in the doings of the committee. It has regularly received papers via the lecturers' union NATFHE, which shares the Hamilton House headquarters of the NUT and has representation on its executive. These have regularly been considered by the advisory committee and by the executive's working group on teacher education.

Moreover, the union has at least once made a submission to ACSET by post in which among other recommendations it called for a parity of output between the postgraduate one-year teacher training course and the BED, and for a two-year part time BED for practising teachers.

The ACSET committee resolved to "politely acknowledge" the NUT submission in the absence of representatives from the union.

Curriculum strategy 'main challenge'

The only value of a guaranteed curriculum was to protect teachers from the vagaries of school governors, Professor Denis Lawton, London University Institute of Education, told the conference.

He said: "I would prefer national guidelines to have come not from the Department of Education but maybe from the National Union of Teachers or the Schools Council. In any case most of the teaching profession are not sufficiently professional at curriculum planning."

Yet this was one of the areas which should distinguish the professional teacher from the non-professional. After all, anybody could teach, however heretical that sounded.

Professor Lawton added: "Most parents don't make a bad job of teaching their children to talk and acquire a variety of skills before they start school. And when youngsters start work they are taught by non-professionals how to do the job. So what is professional about a teacher?"

So what we got often was innovation but without change."

Yet pressure on teachers to improve their skills had never been greater. Systems for the transmission and retrieval of knowledge had become more sophisticated. The increase in leisure, rather than mere unemployment, would require skills.

"In the 1990s we may see a shift from the factories to the service and leisure industries comparable to the shift to the factories from the land during the Industrial Revolution", said Professor Wragg.

But the need for self-improvement coincided with a time when the profession had fewer rewards to offer. The consequences of falling rolls were demoralizing. On the other hand teachers may find more satisfaction in doing the job to replace the extrinsic rewards of the sixties and seventies when the system was expanding.

'Training to survive 80s' call

by Biddy Passmore

In-service training should be made compulsory, at least for teachers who want to move up the salary scale, Professor John Honey, head of the School of Education at Leicester Polytechnic, said this week.

In the latest issue of the *Bulletin of the National Council for Educational Standards*, the controversial professor argues for a "life-long cycle of retraining and updating" to help meet the "growing demands" of schools in the eighties.

Present methods of teacher training are inadequate for the young teacher entering comprehensive schools, he says. Educational theory

is presented to the trainees at a time when all they want to know is whether they will survive in the classroom.

"Academic analysis (which, in the time allowed, has to be superficial and generalized) of the psychology of learning and child development, and of the social context of schooling, leaves them cold", he continues. "Give it to them a few years after they've entered teaching, when (with luck) they've solved their personal survival problem, and they readily see the relevance of it all."

Professor Honey says that major problems started to arise when the intellectual "mix" of pupils was wide-

ned with comprehensive reorganization. "The wholesale and hasty transformation of grammar into comprehensive schools, which became a headlong process in the seventies, was undertaken with virtually no systematic retraining of the teachers concerned", he says.

A strong defence of the Government's assisted places scheme is made in another article by Mr Patrick Hutton, headmaster of Wolverhampton Grammar School. Emphasizing that he is writing at an early stage, he says the scheme has enabled his school to help children with parents well down the income range.

Court plea succeeds

by Bert Lodge

Doubts about the quality of schooling in Britain were expressed in the Court of Appeal this week when a young mother was allowed to keep her three children at a school run by an evangelical sect.

The father, an administrator in the health service, had wanted them educated at a comprehensive school. The court said it sympathized with the father but the children had now been at the school, run in the west country by the Christian Fellowship, for more than a year and would find it difficult to readjust.

Lord Justice Ormrod said: "I do not think normal educational systems today are all that good and one reads various criticisms about comprehensive schools."

The children, girls aged 14 and 11 and their brother aged 10, were undoubtedly being intensely imbued with the sect's views but the school curriculum looked very wide.



Down on the farm: children from Somerset schools learn about life in days gone by at the Rural Life Museum, Glastonbury. Schools that took part in the special project, set up by the Drama Advisory Department of Somerset County Council, included: Hulsh Primary, Yeovil; Manor Court, Chard; Buleigh Primary, Wells; Wellesley Park, Wellington; Hugh Sexey, Blackford.

Maths course ends in award

The first award-bearing course in helping maths to secondary pupils of below average ability opened at Bishop Grosseteste College, Lincoln last week.

The two-year, part-time course, ratified by the Mathematical Association, will lead to the Diploma in the Teaching of Mathematics to Low Attainers in Secondary Schools.

Fifteen teachers from comprehensives in Lincolnshire and South Humberside have already enrolled on the course, set up less than 18 months after exploratory meetings between the Mathematical Association, the Schools Council and the National Association for Remedial Education.

College link with mentally handicapped

Bulmer College of Higher Education has taken a pioneering step by establishing a formal link with a centre for the mentally handicapped which the college claims is unique in Britain.

Ravenswood Foundation which runs a special education centre and village for the mentally handicapped in Crowthorne, Berkshire, has funded a chair for three years at the college.

It will be taken by Stanley Segal, principal of the centre and a recognized authority in the field of special education.

'NUS no longer representative'

A new rival organization to the 1.2 million strong National Union of Students was launched this week. The Independent Students Association said in London that the NUS no longer represented students, and had become more concerned with party politics.

The four-man steering committee behind the launch include a member of the Social Democratic Party, the Labour Party and the Federation of Conservative Students.

The ISA optimistically aims to have 5,000 members by the end of next month. For the first year membership will be free.

The NUS is proposing to change its rules to allow the 200,000 pupils in sixth forms and sixth-form colleges to become full-time members.

Breakaway proposed for HMIs

by Biddy Passmore

Greater independence for Her Majesty's Inspectors will be one of the chief recommendations of the forthcoming report on the curriculum by the Commons Select Committee on Education.

The report, which has been drafted by Mr Christopher Price MP, the Committee's chairman, is likely to say the Inspectorate should publish its own reports on delicate matters like the effect of cuts and not submit them to the Education Secretary as it does now. It could advocate a complete breakaway from the Department of Education, with the Inspectorate becoming directly responsible to Parliament.

These plans are being discussed as HMIs wait anxiously for the outcome of the Rayner study of their efficiency. An internal DES report written by the new under-secretary in charge of schools, Mr Nicholas Stuart, gave a glowing account of their performance. But Sir Derek Rayner, Mrs Thatcher's watchdog on waste, who commissioned the study, is said to have sent it back. He thought the report too much of a whitewash.

As well as a more public role for HMIs, the Select Committee's report will propose far-reaching changes in ways of measuring achievement. It will urge written profiles for all school-leavers, not just for those without exam passes. In line with all the evidence the Committee heard, and it is expected to support voluntary graded tests in all subjects of the kind which already exist in music and modern languages, so that pupils can progress at their own pace.

The report will apparently cast doubt on the Education Secretary's competence to set criteria for the new examination at 16. It will probably propose that an outside body should do the job instead.



The contrasting world of Soho (left) and the school at play and at work

Richard Garner reports on a school that finds it hard to attract pupils

Falling rolls amid the sex shops of Soho

Soho's Great Windmill Street, in the heart of London's red light district, is hardly the place you expect to find a primary school.

But, tucked between the Windmill Theatre and assorted sex shops, is St Peter and St James School - a Victorian building, which has been on its present site for 110 years.

The school, like many others in inner city areas in recent years, has been struggling to cope with falling rolls.

"The population of Soho has been going down for some time," Mr David Barton, the school's head, said. "In the past, when somebody has moved out, they have been replaced by someone else straight away. But now there is just a trickle of people, and those that leave are not being replaced."

The school lost 15 children between last half term and the beginning of this term.

However, unlike many areas, there are plans for new housing, which should ensure the school serves a growing community in the next decade.

About 90 per cent of pupils do not have English as their first language, and the roll is made up of Chinese, Bangladeshi, Italian and Spanish children.

Many of them arrive at the school within a few days of coming to England. We encourage children to talk in their mother tongue, said Mr Barton, adding that some of the youngsters who have a good knowledge of English act as interpreters for the newer recruits.

"The growth of vice in Soho has had some effect on the school's roll," he said. "But it is not a danger for the children - they hardly notice it - and people do like living in the area."

The people who live in Soho have strong family ties. "I think the growth of vice is more of a problem for attracting pupils from elsewhere. This school might well cater for children from Mayfair and Covent Garden, for instance, but parents are put off before they get past the gates."

The Soho Housing Association, however, is busy converting a block

of flats surrounding the school into family accommodation - and soon homes, for families with two or three children will be ready for occupation.

In addition, legal steps are being taken to curb the growth of vice and pornography in the streets. Private Members Bills drawn up by Westminster City Council and other councils to get proper licensing laws for sex establishments are underway.

In the meantime, the falling roll - the school could cater for 150 children but has fewer than 70 on its books - has given teachers new opportunities.

"When I first came here, there were 38 children in my class," Mr Barton said. "I think the teachers have managed very well, and the children are getting more individual attention."

However, the deal for them doesn't improve. We can't get a football or netball team together now and we can't contemplate having the recorder accompanied by the school singing because we haven't

got enough children to do both.

"Also, with fewer children, it is very easy to have a child isolated and the school could become cliquy. We don't want that."

"My ambition has been that the quality of education shall improve in the school and my worry has been that we won't be offering the teacher enough stimulation."

However, the school is establishing greater contact with residents, and encouraging mothers to feel they can come in and use a room specially set aside for the community. With the alternative for many being to stay in a one-bedroomed flat, Mr Barton is hopeful.

In addition, there are afternoon classes for Chinese restaurant workers at the school - which again helps put it on the community map.

The school is certainly well geared to cope with any increase in population in the area and the Soho Society is anxious that the area should not only retain its residential element but increase it.



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SDP at Bradford hear call to unify higher education. BiddyPassmore reports.

Vice chancellors attack speed of cuts

The distinction between universities and polytechnics no longer made sense, the vice chancellors of Salford and Bradford Universities told a fringe meeting at the Social Democratic Party conference in Bradford on Tuesday. They called for a single system of planning higher education to bridge the present divide.

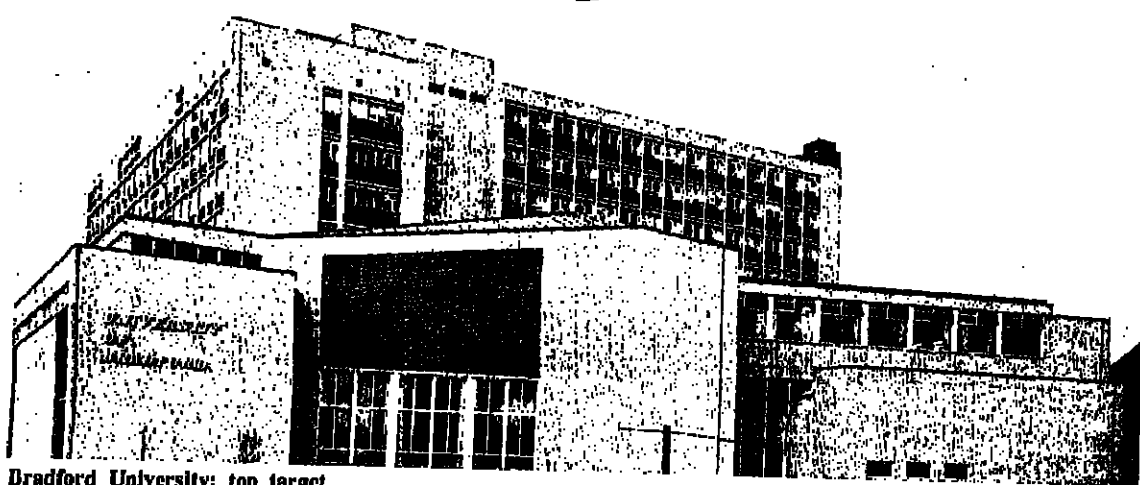
The two universities, which together with Aston are the worst affected by the recent cuts, are both former colleges of advanced technology.

"If we had remained Colleges of Advanced Technology, where we were at the top of the public sector list, we would not have been suffering now, we would have been expanding," said Professor John West, vice chancellor of Bradford.

Professor John Ashworth, the new vice chancellor of Salford, said there was no longer a single university system. After the latest cuts had been implemented, there would be three systems: technological universities such as Salford, the big civic universities and small, arts-based universities. There were considerable overlaps with the public sector.

"They had words of harsh criticism for the methods and speed with which the Government was implementing the cuts. It was impossible to achieve them in the time stated," they said. And Professor Ashworth pointed out that, when they were complete, staff-student ratios would be better in sixth forms than in universities.

"I am now running a university where every working day I get £10,000 deeper into the red," said Professor West. "I am told on July 2



Bradford University: top target

that I must save £2.5m in the year starting on October 1. If I were managing a sausage factory, I would already have had to sack 100 people. But I have 8,400 students on my books on four-year courses. Am I to send some of them away because there are no lecturers to teach them? And I can't sack lecturers anyway because of tenure."

He accused the Government of "totally abdicating" from any form of helping the universities with the cost of redundancies. The universities had to find the money out of their own funds. "I'm really spending £20,000 a day just trying to get people away," he complained.

His criticisms were echoed by Professor Ashworth, who said the Government had broken the cardinal rule of good administration. "You should never will the end unless you

have to hand the means by which it can be achieved."

The universities could not know what academic tenure meant until it had gone to court. "The only certainty is that the legal profession is going to make a fortune," he said.

Professor Ashworth attacked the UGC system of allocating cuts through the University Grants Committee. The UGC was set up to oversee the expansion of the university system according to academic criteria, he said. It was not surprising that it was showing signs of strain when it had to carry out the totally different exercise of implementing contractions. This required making judgements of national priorities and must be done in an accountable and transparent way.

"What is protection under one regime is a threat under another," he

said. "There is no way the judgments can be challenged". And he accused ministers of hiding behind the UGC in a shameful way and refusing to explain the criteria for the cuts.

Professor Ashworth also compared the list of cuts with the list of UGC members, describing it as "offensive", that those universities which had educated or employed members had escaped more lightly.

Mr Martin Dent, a senior lecturer from Keele, suggested that "only the cuts in the 11 worst affected universities to 18 per cent. But neither vice-chancellor held out any hope of more government funds.

Indeed Professor West said gloomily that, if rumours of a further £5,000m round of cuts this autumn were true, there was "no way" higher education would escape.

Plea on club role for young blacks

by Diane Spencer

Young black people should play a greater part in running their youth clubs, says a report published this week by the National Association of Youth Clubs.

The report criticizes club leaders, local government officials and policy makers for seeing the youth service purely as a way of attempting to integrate troublesome young blacks into mainstream society instead of recognizing they have particular needs and problems.

Mr Gus John, the author of the report, recommends setting up management structures involving parents, young people and staff. This would ensure continuity as the young adults would grow up with the clubs and help shape its direction, he says.

He also wants more money from the Government to augment the Commission for Racial Equality's self-help fund so that local authorities can "maintain decent and humanly dignified provisions for black people in their areas."

He criticizes the "unrealistic" apportionment of 14 to 21 which, he claims, enables authorities to subvert the organized activities of blacks by excluding those whom they find troublesome politically. This apportionment should be abolished, he says.

Mr John calls for an end to the present policy of insisting that a full-time youth worker be employed to run a club or centre. Staffing should be left to management committees, he says.

In the service of black youth, Gus John, NAYC, 70 St Nicholas Circle, Leicester, LE1 5NY, £2.45.

An extra £20m for apprentices

Three out of every eight apprentices taken on this year will be paid for at least in part by the Government. The Manpower Services Commission announced this week that the Treasury had handed over another £20m to provide grants for 5,000 new apprentice places in industry. This is the same time that the Government has been holding in reserve in the hope that employers would take on enough youngsters without extra public spending. The commission says that it has been given the money in response to evidence of a continuing decline in recruitment.

The number of apprentices recruited this year was estimated at around 80,000 this summer, of whom 25,000 were supported by MSC grants. The number has probably fallen since as a result of redundancies and closures. There are now probably no more than 50,000 being paid for by employers in the normal way. The industry training boards have agreed to pay for another 1,500 places.

With the help of his industrial friends, Professor Ashworth hopes to remove Salford so that it can carry on its vital work. But whether or not the university ends up bankrupt will depend on what happens when the first of the redundant lecturers takes their case to court.

The lawyers can only guess what compensation they will get. The courts must decide. And by then, in any case, the Government of the day may have decided to bale the universities out.



Salford University: top of the cuts list

Ashworth unpopular in large parts of the university world.

Yet he has genuine sympathy for the near-impossible task which the committee faced in allocating a sudden sharp cut in grant. He thinks it was made much more difficult by the absence of any parallel machinery in the public sector ("Oakes has a lot to answer for") and by the Government's failure to get the medical schools under control.

"London didn't sort itself out so the cuts had to be made elsewhere" he says. "We are actually paying for medical students at the expense of engineers. And the kind of engineers the UGC has cut - at Salford, Aston and Bradford - were the middle managers, the good NCOs who see that goods are made properly and

delivered on time. They didn't cut Cambridge, which produces officers."

There is no doubt, he says, that by making 4 per cent cut in its grant, the UGC was in some sense labelling Salford a failure. Industry does not understand why.

With the help of his industrial friends, Professor Ashworth hopes to remove Salford so that it can carry on its vital work. But whether or not the university ends up bankrupt will depend on what happens when the first of the redundant lecturers takes their case to court.

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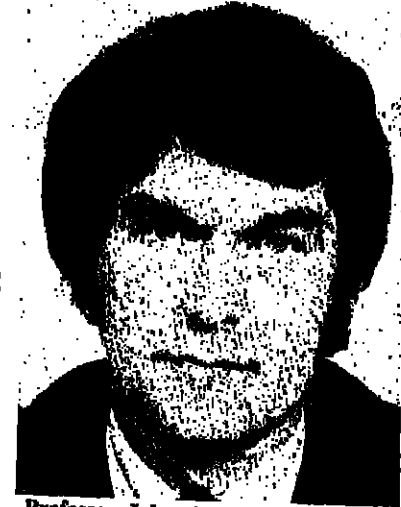
On paper things could hardly look worse for Professor John Ashworth. Making the budget bounce

by Biddy Passmore

Professor John Ashworth, incoming chancellor of Salford University, has just presented his first budget to the council showing that the university will be bankrupt in 18 months.

Professor Ashworth, a bouncy and resourceful man, does not think it will actually happen. But on paper things could hardly look worse. The University Grants Committee has asked Salford to take a 44 per cent cut in its budget and to lose nearly one-third of its 4,000 students by 1984. That could mean shedding more than 500 academics.

It is rough to be told you have a university to run and then to discover six months later that nearly half the wherewithal to run it has been removed. But Professor Ashworth, still chief scientific advisor in the



Professor John Ashworth

Think Tank when the cuts were announced in July, reacted quickly and effectively.

Realizing Salford would get little support from other universities, he turned to its friends in industry. He launched a campaign CAMPUS (Campaign for the Promotion of the University of Salford) supported by the 200 industrial companies, to work on the reconstruction of the university.

Half-page advertisements in national daily newspapers have so far brought in 500 responses - some of them, he says, such as a recent letter from the chairman of IBM, of surprising warmth.

Such blatant publicity seeking, together with abrasive behaviour in private and rude remarks about the UGC in public, have made Professor

Aston looks for ways to shed 90 lecturers

At Aston University, second hardest hit by the university cuts, administrators are racking their brains for ways of shedding 90 lecturers by next summer.

One senior dean has already resigned in protest at the timetable and procedures being used to implement the cuts. Professor Richard Whitfield, head of the department of educational inquiry, gave up his post as dean of the faculty of social sciences and humanities just two days before he was due to stand for re-election. He said he could not contemplate cuts of up to 50 per cent in his

The university has been told by the University Grants Committee to cut its budget by nearly a third, from £12m in the current year to £9.8m in

1983-84, and to shed about 1,000 of its 5,500 students. To do that, senior officials estimate they will need to lose 140 academic and 310 non-academic staff.

Although they hope to lose as many posts as possible through early retirement and voluntary redundancy, the compensation bill for compulsory redundancies could come to £6m. And the local branch of the Association of University Teachers has voted to take immediate industrial action in notice.

The union has also asked Professor Frederick Crawford, the vice chancellor, to consider an alternative cuts programme which would include dropping plans to spend £600,000 on a new tele-

phone exchange.

Professor Whitfield said in his resignation statement that compulsory redundancies of staff should be delayed until "every other possible avenue has been explored", including adequate national schemes for voluntary redundancy.

The Committee of Vice-Chancellors and Principals has been working on a national scheme of compensation payments for staff made redundant as a result of the cuts. However, it has now been given legal advice suggesting that, even if guidelines could be agreed with the lecturers' unions, they would probably prove unworkable. There would be nothing to stop lecturers breaking them by resigning from the union and seeking their full entitlement to compensation in the courts, it says.



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Inner city schools benefit most from Bradford 'book flood'

by Virginia Makins

You can flood a school with books, but you can't make teachers use them. That is one important message from the Bradford Book Flood experiment, backed by the British Library and the National Book League.

Four Bradford nine to thirteen middle schools took part in the experiment - two matched outer city schools and two inner city schools. One of each pair was flooded with about 5,000 new books between January and July 1977.

The children had previously done a battery of reading, intelligence and attitude tests. They were tested again in November 1977, and two years later. Children in both the experimental and the control schools had equal contact with the researchers, when their reading was monitored and discussed.

Reading test scores improved in all four schools, and in three out of four the children started out below their chronological age on average, and ended above it. But there were marked differences in the interest children showed in books, and the numbers of titles and authors they read, in the two experimental schools.

In the outer city school, the children read fewer books after the age of 10 plus. In the inner city school, the number of titles and authors read almost doubled as the children got older.

One key difference between the schools was that in the suburban school, English was taught to the young children by a primary trained teacher who was keen and knowledgeable about children's reading. But from 11 onwards, the children were taught English by their class teachers - secondary trained and not English specialists who felt uneasy

and inadequate about teaching English and reading.

It was in the inner city schools that the book flood made a difference. Both the experimental and control schools had experienced English teachers who guided children to a variety of books. But in the "flooded" school, the children ended up reading far more books, and a wider range of authors.

Neither the avid readers, nor the struggling ones, were particularly affected by the book flood (though the avid readers welcomed the new books). The children who benefited most were moderately competent readers who had little encouragement to read at home.

The project produced a great deal of information about different styles of English teaching at 11 plus in the schools, and children's reactions to them. Many of the children's responses chimed well with those in Vera Southgate's recent study of reading in Manchester junior schools (TES, September 18). They disliked "class" reading and wanted more time for silent reading.

The project also contributes fascinating detail on avid and infrequent readers. The avid readers had parents who "bring us up good, with love", as one put it. They had been talked to as babies, treated as intelligent individuals from the start, and read to a lot.

They went in for many more activities than infrequent readers, and watched more television. Indeed, it seemed, one secret of their prolific reading was that they could read and watch television at the same time.

Books and Reading Development by Jennie Ingham. Heinemann Educational, £16.50.



Model winners

Winners of the lighthouse model competition for members of the Halliwell Club, the children's organization run by the Education Section of the National Maritime Museum, Greenwich, received their prizes last week. Prizes for the models, and for a calendar competition were presented by Mrs Basil Greenhill, wife of the Director of the Museum, at the Club's open day.

Man's environment

Learning how to live in and influence the man-made environment is what design and technology education is about according to a discussion document published this week by the Government's Assessment of Performance Unit.

Ethnic group funds cause confusion

The Secondary Heads Association is concerned at the way special funds from the Home Office to help ethnic minorities is being spent.

Under section 11 of the 1966 Local Government Act, authorities with a population of more than 2 per cent from the new Commonwealth can claim 75 per cent of the costs of staff to help meet the needs of new immigrants.

A preliminary survey conducted by the association among 12 authorities in the last month has revealed a state of confusion as to how the funds are used. Mr John Sayer head of Banbury School, Oxfordshire, said the survey showed "tremendous unevenness" among authorities.

"It is quite clear that people in school have no idea how it is operating in their local education authority. There is little understanding of how it should and can operate; yet the needs of our multicultural society could not be more apparent."

The survey found that some make use of available funds while others failed to; among those who do, some give the money directly to education budgets but others do not; some give the funds straight to staffing budgets although some did not.

The association singled out Northamptonshire as an example of good practice in showing in its budget how it funded teachers for multicultural education.

Successive select committees and the Rampton report on ethnic minority education published earlier this year have called for a change in the working of this part of the Act.

The Home Office is already working on its review of Section 11 in consultation with the Department of Education but a spokesman said this week that there was no indication when it would be concluded.

'Alarming' plans

Labour's conference decisions to end private education, abolish streaming and scrap A levels were described as "fascinating and yet very alarming" by Dr Rhodes Boyson, junior education minister, at a meeting of Wembley Conservatives.

'Safeguard duty to over 19s'

A warning against diluting the duty on local authorities to provide full education for the over 19s has come from the college lecturers' union.

The National Association Teachers in Further and Higher Education fears that the Government may take advantage of the new provision to give local authorities a chance to escape the duty if they are short of funds.

It is essential - if the duty is to be lifted in this way - to build in safeguards to make sure local authorities cannot get away with providing a token service or no service at all. Naffie says.

It welcomes the overall tone of a review body which has been examining the legal basis of FE, which indicated that the concept of duty must be maintained.

"The association is deeply concerned at the possible effects of a downgrading of the legal requirements on local authorities from duty to power. . . This would be a major retreat from the principle of the 1944 Education Act which made area of education provision a universal severest attack when the needs of the age group are getting greater and more diverse, and when other industrialized nations are extending their provision or citizens' right to education," the union says in its response to the review.

Naffie rejects the main recommendation of the review body to give adult and continuing education a clear position under the new framework.

Any proposal to reduce local authorities' legal obligations to provide further education for those aged 16 and over is totally rejected by the National Institute of Adult Education this week.

The NIAE says in its response to the review document "The Legal Basis of Further Education" that "change such responsibility to 'powers' would be a marked retreat and would be entirely inadequate to the present needs and future development of the service - THES.

Maths and girls: investigation

A group has been formed to look at why girls do badly in maths. GAMMA, Girls and Mathematics Association, is open to men and women.

The association includes people working in linguistics and computing as well as teachers in primary, teacher training, further and higher education, and research.

Working parties have already been set up to look at pre-school and primary maths, teacher training, resource packs for teacher and sexism in maths schemes produced for schools and colleges.

GAMMA would like to hear from anyone who knows of any project or research already being carried out in these areas with titles of relevant articles as they wish to compile a bibliography, and they would be pleased to have any good news of schools where girls do well in maths.

Membership details and information to Susan Wright, School of Education, Department of Teaching Studies, Polytechnic of North London, Prince of Wales Road, London NW5 3LB.

Cambridge vice chancellor bows out with calls for change A levels 'must be reformed'

by Biddy Passmore

A levels must be reformed because more and more young people are taking education or training beyond the age of 16, the outgoing vice-chancellor of Cambridge University said last week.

In his valedictory speech, Sir Peter Swinnerton-Dyer, master of St Catherine's College, said: "There is nothing inviolate about our system of A levels. Indeed, there is no other major country in the world which has our degree of specialization between 16 and 18."

But he warned that the exams were constraining education in an unsatisfactory way for a growing number of 16 to 18-year-olds.

Sir Peter said A levels had been organized primarily for those hoping to go to university - the top 15 per cent of the age group. But the emphasis was now shifting towards the needs of the top 50 per cent. He said education between 16 and 18 must be sufficiently demanding to stretch the brightest, but its content was not nearly so vital.

Sir Peter attacked a number of academic sacred cows. He found fault with the British system of tenure, which guarantees most dons a job till retirement. Tenure was given

too early in a lecturer's career and too easily, he said. And he was particularly critical of aging dons "who draw a full day's pay for a half day's work."

"There are academics who, as they age, do not move abruptly from full work to retirement," Sir Peter said. "As a first step they abandon research for administration. . . In due course they claim that they have done their fair share of administration and drop that too, though without returning to research."

At the same time, the effort they put into teaching fell off, he said. "Some of them appear less and less often in lecture room and laboratory; others merely repeat the same aging lectures from the same aging lecture notes."

Sir Peter also criticized universities' reluctance to discuss their affairs with outsiders, claiming that it had been one of the reasons for the recent cuts.

It had left the widespread view in Westminster and Whitehall that the system could not be arranged by reasoned argument and that British universities were "as wastefully organized and as feather-bedded as British Rail or British Steel."

Sir Peter, who is succeeded as

vice-chancellor by Professor Hinsley, master of St John's, warned that Cambridge would have to cut its range of subjects to maintain standards and declining resources.

"It is often said that Cambridge, because it is one of the great universities of the world, must cover all branches of knowledge," he said. "This is dangerous nonsense." The university would have to reconcile itself to increasing gaps in the subjects it did teach, and to giving up some subjects altogether so that it could take up important new developments when they appeared.

Sir Peter said that if a subject was to be studied at only a few universities, Cambridge was a bad place for it because it could not restrict itself to the cream of the students.

He painted a bleak picture for academic staff at the university and warned that 70 of 80 would have to be shed by the end of the decade.

He said he "would not be at all surprised" if future pay increases were lower than those agreed nationally in cases where Cambridge was not bound by the rest of the country.

Dinner ladies may lose their holiday retainers

by Bob Doe

School dinner ladies may lose the half-pay retainers they receive during school holidays as part of the clamp-down on the cost of the school meals service.

Local authorities have told their union, the National Union of Public Employees, that they want an end to the 13 weeks half pay, subsidies on meals taken in working hours and to reduce the holiday entitlements of school meals staff.

Negotiations on the salaries of the million or so council manual workers, one third of whom are dinner

ladies, are due to start next week. At present dinner ladies are paid about £1.50 an hour. A deduction of 1.46p an hour is made for meals taken at work and the employers want to charge the full cost.

NUPE has successfully resisted attempts by Lincolnshire to vary school meals staff conditions of service and are not expected to find these national proposals any more acceptable.

Mr Ronald Keating, assistant general secretary of NUPE said: "We do not exist as trade unions to turn the clock back."

'Alarming rise' in child abuse

Serious child abuse is rising alarmingly, the National Society for the Prevention of Cruelty to Children warned this week. There were 1,757 children at risk of physical injury over the 12 months to August this year, compared with 1,548 in 1980.

The number of batterings - called non-accidental injury - also rose, from 1,253 to 1,354.

Overall, the number of cases dealt with by the NSPCC was 14,874, nearly 400 more than the year before.

An NSPCC spokesman said: "The

incidence of child abuse is continuing to increase alarmingly. What we are particularly concerned about is that this increase is coupled with cutbacks in local government spending which means that the local authorities don't have so much money to spend on social welfare."

Some areas, especially some big cities, were specially vulnerable. In north Manchester, for example, the number of children at risk of injury had risen from 32 to 67, while the number of children injured had gone up from 17 to 37.

Illness bout sparks pesticide row

by Judith Hollingdale

Officials of Cornwall Education Department are concerned that they were not warned against the spraying of schools with the pesticide dieldrin, which has now caused a second outbreak of illness among primary school pupils in the county.

About 30 of the 170 pupils at the Cape Cornwall primary school in St Just became ill after the building had been treated with pesticide during the summer holiday. After five days of term, the school was closed for cleaning and will not reopen until cleared by Health and Safety Executive officials.

Dieldrin, which has been banned

for agricultural use after a warning by the Royal Commission on Environmental Pollution, caused a similar outbreak of sickness at another Cornish school in 1979.

Mr Norman Barr, deputy education officer, said: "at that time we went through the cleaning and testing the Executive advised and we were assured that there was no risk to health. Frankly, doubt is thrown on that advice now."

Mr Barr said that officials of the Employment Medical Advisory Service and Health and Safety Executive chemical specialists were investigating and would conduct further tests

before the school could reopen.

At present the pupils are being taught in the neighbouring comprehensive school, and in hired halls. There is to be a meeting of parents before the school's reopening.

"They and we are very concerned," Mr Barr said. "This treatment has been used in dozens of other schools. Knowledge that it has been banned only emerged as a result of this business."

No one in the county architect's department, which is responsible for the sub-contracting of pesticide spraying of schools, was available to comment.

Travel awards

Ten £1000 travel awards are to be offered by the British Council to young people aged 18 to 25 in honour of the royal wedding. They will be awarded on the basis of the purpose of proposed visits. Application forms from the British Council (Royal Wedding Awards), 10 Spring Gardens, London SW1A 2BN, to be returned by November 13.

Bridging studies

The University of Bristol is to appoint a teacher as a visiting research fellow to examine and develop bridging studies - studies that should be followed by students doing a year of industrial training prior to engineering degree courses. The fellowship is a joint initiative between the university and Shell UK.

Liverpool strike affects schools and colleges

Although school secretaries in Liverpool are not expected to join a strike of typists employed by the city council, schools and colleges in the city have been affected by the dispute.

Four hundred members of the National and Local Government Officers' Association have been on strike for three months over a re-grading claim. So far the council has

refused to negotiate or go to arbitration.

It is unlikely that NALGO members in schools and colleges will be asked to strike because, said Mr Bob Blundell, the local branch organizer, "they have had no mail in or out for three months and clothing and travel grants have been delayed for weeks," he said. They cannot order supplies of books, goods and station-

ery. Some pupils have only one exercise book.

Colleges and their students are being similarly affected, Mr Blundell added, while external students' RSA and GCE applications could not be processed.

The National Union of Teachers is supporting NALGO in the dispute.



Winner of first prize in competition organized by the Defence and Aid Fund for Southern Africa. Painting by pupils of St Deneys Middle School, Southampton.

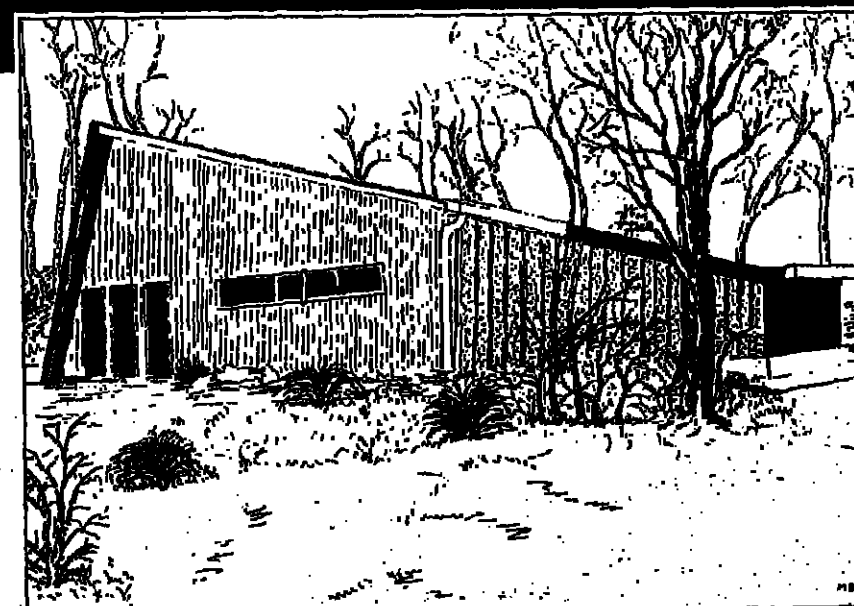
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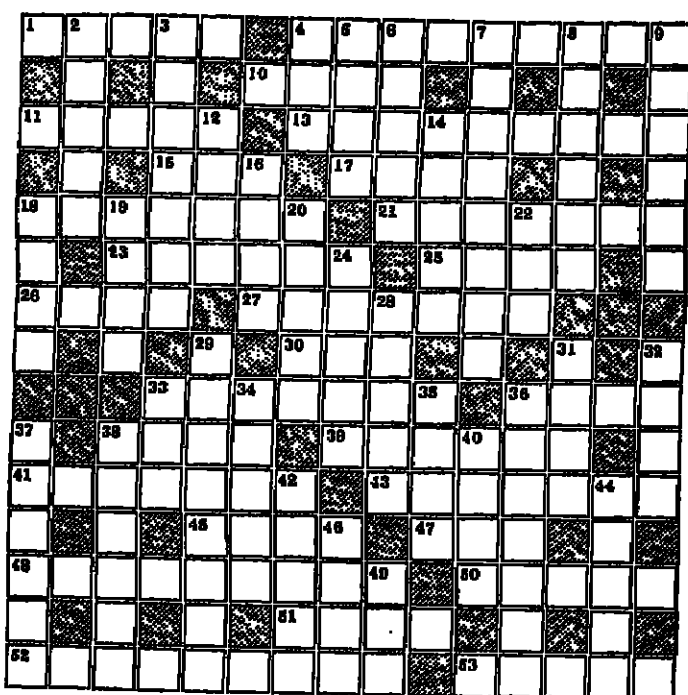
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Women's studies

Women's Studies is a major option from this term in the BED honours course at Bradford College. It figures in the two-year Diploma of Higher Education course for which all student teachers are entered on the three year route to the BED. Another major option on the course is Caribbean Studies.

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 - 25 Flighy word
 - 26 If the end of this gets in the way the whole may result
 - 27 Returns (sueg.)
- Down
- 2 Heraldic gold between mother and me
 - 3 Out of countenance
 - 4 Upset this value and get a sharp reproof
 - 5 Intently watched
 - 6 To turn heads the things become trumpets
 - 7 A religious service
 - 8 The information has dropped in
 - 9 Sounds like a curious song
 - 10 Nominative stoppage
 - 11 Written by
 - 12 The ought to be square
 - 13 Nominative stoppage
 - 14 Written by
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 - 20 Present in a negative way
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Survey finds small classes waste staff, limit subjects Sixth forms needs at least 50 pupils to remain viable

by Bob Doe

At least 50 A level students are needed to make an A level sixth form viable, according to a report just issued by the Department of Education in Northern Ireland.

In a survey of GCE A levels in the province, the department complains of restricted choice of subjects and inefficient use of staff in the sixth forms of small secondary schools. Only the grammar schools and a handful of the larger secondary schools offered 10 or more subjects at this level.

The report predicts: "Since a decline in secondary school enrolments of up to 20 per cent is projected between now and 1981, and since there is also a shortage of teachers with sufficient scholarship to teach A

level courses in some subjects, rationalization of provision will be inescapable.

"The initiation or continuation of any A level courses in schools where the total number of A level pupils is less than 50 should be questioned."

That figure, the report says, is half that normally regarded as the minimum level for a viable A level sixth. Schools with between 50 and 100 A level pupils must enter into consortium arrangements with other schools to teach the minority subjects.

It complains: "Examples of three pupils absorbing the time of a highly qualified specialist teachers for eight periods a week are not uncommon."

Very small teaching groups in the same subjects in schools and colleges within walking distance of one

another were also frequently found. "Even in schools where there is a sixth form of more than 100 pupils could be more aware of the advantages to be gained from a sharing of resources."

The report calls on all area education authorities to review their level courses and to discuss the need to control new courses, the level below which courses are regarded as non-viable, consortium arrangements and the amalgamation of small sixth forms.

Survey of GCE A level courses in secondary schools and colleges further education, published by the Department of Education for Northern Ireland, Rathfriland House, Bally Road, Bangor, Co Down BT19 2TH

The promotion of science for women

by Hilary Wilce

The number of women enrolling for further education science courses is increasing - but the number of those opting for craft and technology courses is virtually static.

However, colleges which want to encourage more women into non-traditional fields can go about it in a number of ways, according to the findings of a 12-month research project commissioned by the Further Education Curriculum Review and Development Unit.

These include changing organizational structures by improving careers guidance material aimed at women; offering scholarships and other financial incentives to women; timetabling more courses within school hours; and helping women on non-traditional courses to make contact with others.

Curriculum and teaching methods can be modified by: developing special curricular provision for women; developing more varied introductory courses; involving more women as teachers; instituting compensatory classes in scientific skills; and raising the humanistic content in science courses.

Heads of science and technology in 100 colleges and polytechnics were questioned in the project. Most were opposed to a policy of positive discrimination. Interviews with students indicated that the first few weeks of a non-traditional course were crucial for women, who have a higher drop-out rate from science and technology courses than do men. Progress and confidence must be gained at an early stage, the study found.

Balancing the Equation, a study of women and science and technology within further education, by Sheila M. Stoney and Margaret L. Reid, commissioned by FEU from the National Foundation for Educational Research.

Children: the forgotten victims of discrimination

Children suffer as much discrimination as black people and women, and the effects are every bit as harmful, Dr Mia Kellmer Pringle, director of the National Children's Bureau, said last week.

Speaking at the bureau's annual conference, she said examples of discrimination could be seen every day in streets, supermarkets, classrooms and hospitals.

Adults deprived children of the courtesy and consideration which they extended to other adults. This was evident in the tone of voice used with children, criticisms of children's appearance, and the active dislike shown towards them in shops, on public transport, and in hotels.

Children in the abstract excited a sentimental sympathy, but the reality was the parental murderer who got a lighter sentence than the non-parental murderer of a child; or the hypocrisy of a society which consumed vast quantities of drugs and medicines to escape pain and yet clung to the belief that deliberately inflicted pain on the young was educative and morally reforming.

Dr Pringle was speaking for the last time as the director of the bureau's "active dislike".



Dr Mia Kellmer Pringle: the young meet "active dislike". National Children's Bureau, which she founded 18 years ago. Her successor is Professor Ron Davie, present professor of educational psychology at University College, Cardiff.

Praise for foreign courses

The best way for students to spend study time abroad is as part of an integrated course.

The development of joint courses between institutions of the European Economic Community is of great significance, Mr William Shelton, Parliamentary Under Secretary at the Department of Education and Science, told a London conference on educational mobility in Europe last week.

Free movement for scholars was widely recognized in the past, he said. Barriers of fees, passports and entrance requirements had multiplied over the past 100 years.

However, the United Kingdom had a long history of opening its higher education institutes to over-

seas students. Six thousand students from EEC countries were studying in this country - 3,000 of them from Greece, the Community's newest partner.

A move by the EEC last year to agree to a common approach to admitting students from other Community countries had been an important step, now the Community was looking at ways of removing practical obstacles to academic recognition.

"In this connexion we are actively considering the development of an educational Credit Information Service which could form an important part of a service to help mobility between Community countries," Mr Shelton said.

Failure to meet race challenge

The education service has failed to meet the challenge of a multi-racial society, says the Commission for Racial Equality in a booklet published last week.

The commission urges schools, colleges and education authorities to formulate a comprehensive policy on multi-racial education as the present piecemeal arrangements are insufficient.

The booklet aims to show how policies of education authorities can contribute to the objectives of the 1976 Race Relations Act. Section 71 of the Act makes it a duty for every authority to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between different racial groups.

Resources urged for Open Tech

The Open University has told the Manpower Services Commission that the Open Tech will only work if it is supported by realistic resources and effective organization.

It also says that the Open Tech will not get off the ground unless industry and the locally-based further education sector collaborates to meet the needs of students. It believes that the OU's own experience should be exploited.

The MSC proposals announced last May did not suggest a separate parallel Open Tech along the lines of the Open University. Instead it suggested that a special Open Tech unit should be set up within the commission.

School to work

Training plans 'must be backed by new laws'

Funding system is confused, Government advisors say

The Government's plans to modernize and extend the national training system will not work unless they are backed by new laws, it has been told by a group of its specialist advisors.

The Further Education Unit, which advises the Education Secretary, says that an entirely new framework of legislation applying both to industrial training and to the educational system, will be needed.

The unit's opinion is set out in its response to the New Training Initiative, the consultative proposals for the reform of apprenticeship, vocational preparation for school leavers, and training rights for adults, which have been prepared for the Government by the Manpower Services Commission. The proposals leave open the question of whether a statutory leave of absence is needed - at present a highly sensitive issue because the Government is politically committed to the principle of voluntary training by employers and others, and is currently trying to get rid of as much as possible of the existing system of statutory training boards.

The FEU points to the lack of progress in expanding day release for young workers and the present confused pattern of financial support for young people. The new legislation is needed to remove the many anomalies that it says exist in the funding of education and training, which should be equal contributors to a new coherent system of vocational preparation. It should also underpin the other two objectives of the proposals, the reform and

development of apprenticeship and other skills training and the opening up of training and retraining to adults, the unit says.

Although the FEU believes that immediate action is necessary in all three fields, it calls for a chance of some form of further education or training for all 16-18s. It strongly criticizes the MSC for continuing to see apprenticeship as a separate kind of training, and says that the proposals do not pay enough attention to the need to link up vocational preparation with other kinds of skills training.

But the FEU is even more concerned that the new proposals imply that college-based preparation courses are not vocational preparation: the unit argues that they are a necessary alternative to vocational preparation based on employment or provided in schemes like the Youth Opportunities Programme - and that they may even have advantages because they require fewer work experience places, can be monitored better, and can be related to more conventional skills training.

The Scottish Further Education Association, which represents college lecturers in Scotland, says that it supports the NTI objectives, but

says that the Government should acknowledge that they can only be achieved in conjunction with more direct measures to expand Britain's investment and production. The association, too, insists that there will have to be legislation to reinforce or compel efforts by employers, together with financial incentives like selective tax concessions and development grants.

But it adds a further, highly controversial proposal - that the whole further education system should be centrally funded and planned and brought together with the MSC under a new council for tertiary education and training. The association says that the seeds already exist in Scotland where the same Minister is responsible for both education and industry, and the new council could relate to the Scottish Office in the same way as the country's health service.

Colleges and agencies serving a national or specialist clientele, says the association, should be funded by the new council to which they would be directly answerable, as would be other agencies like the adult literacy unit, skill-centres, the Scottish business and technical education councils, and the Youth Opportuni-

ties Programme.

Colleges and other institutions whose services were predominantly local should be funded by the council through local boards representing their staff, local government, employers, community organizations, and students.

The Adult Literacy and Basic Skills Unit has told the commission that literacy and numeracy should be integrated with vocational training and not provided through special remedial courses which isolate disadvantaged young people from their peers. The unit says that the MSC proposals do not take enough account of the basic educational needs of many of the older unemployed. It says that it has discovered a "hidden" group of workers in declining traditional industries who are ruled out for new employment or retraining because of their lack of literacy or numeracy, and that it is essential to provide them with help.

The YMCA, which is heavily involved in running schemes for the Youth Opportunities Programme, says in its response to the MSC proposals that vocational preparation for all the under 18s must be of paramount importance. But it warns that it will not be enough simply to train young people in a working skill; and calls for a two year programme, concentrating on personal development and a mixture of job sampling and community service for the first year, followed by a year of specific vocational training combining on the job training with college courses.



Bricklaying at technical college: working party wants a six week on-site induction beforehand.

Skills standard move

Building employers want to break the link between apprentice pay rates and adult wages. They hope to achieve this as part of a scheme to improve the standards of apprentice recruitment and training.

Under the scheme, put forward this week by a working party of the National Federation of Building Trade Employers, the industry's apprentices would have to pass tests in both theory and in practical skills to qualify in their crafts. But the tests would be in addition to serving their time, not instead of it.

The working party is also proposing that all youngsters should be given a six week induction on site before getting their indentures: at present under the industry's standard training many begin their apprenticeship with six months at a technical college before their employer gets a chance to know them. Vocational preparation courses which are being introduced by the construction training board for unemployed youngsters under the Youth Opportunities Programme might, it is suggested, count as induction.

The working party reports increasing concern among employers about the high level of apprentice wages which, it is widely thought, deters many from taking on youngsters.

"It will be clearly essential, therefore, for the whole issue of apprentice wages to be considered in conjunction with any alterations which might be made in the general training and apprenticeship arrangements," says the working party, suggesting that the best course might be to try to break the rigid link with adult craftsmen's pay and establish a separate new structure - possibly linked with the proposed skill tests.

The working party says that another of its proposals, that the industry's training board should sponsor many more of the apprentices for their initial six months off the job training, as well as their induction, would cut down the total cost to employers.

"Since we would anticipate that any allowances provided by the CITB would be rather lower than the current level of apprentices' wages, there should be an overall reduction in the cost of the average payment made to trainees," it says.

The proposed tests would take place after a minimum of 18 months site experience, but apprentices will still have to spend at least three years in the industry in addition to their spell of induction before they are recognised as full craftsmen. It is also suggested that there should be optional "post graduate" training and tests, either in advanced levels of the same craft or in basic levels of other building crafts.

University cuts mean that Brunel will also lose £100,000 industrial grant

A university has lost £100,000 grant from industry because the Government cuts mean that it can no longer meet its commitment to provide a specialised course.

The clothing industry training board says that it has to withdraw its offer to provide the money to Brunel over the next five years to support a clothing option in the university's production technology degree be-

cause it has been unable to get assurances that an agreement will be honoured about teaching and technical staff, the recruitment of students, and the provision of laboratory facilities.

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Stage in apprenticeship	Apprentice output and pay ratios; and proposed new scale		NFBE recommendations for apprentices pay as	
	Percentage of adult craftsman's output	Present pay as percentage of adult minimum	without craft certificate	with certificate
1st year	25-35	43	40	40
2nd year	45-50	70	55	65
3rd year	65-70	90	75	85

Output estimates and existing pay ratios from 1979 BAS for CITB

Jean Rowton reports on a boost in Botswana for English speakers

Plans for third school

A third English medium primary school is to be built in the Botswana capital, Gaborone, and should start taking pupils in January. This will eventually increase the number of places at English-speaking schools to well over 1,500, all backed by private finance.

Botswana has two official languages, English and Setswana. While the Government supports the Setswana speaking schools, it has recognized the demand for English medium primary education, and so has given the go ahead for the new school.

The two existing English medium primary schools, called Northside and Thornhill, cater for about 1,000 pupils, of whom half are children of expatriates. But every year hundreds of children are turned away because of the lack of places.

This often means if a family arrives in Gaborone from Europe or the United States the children have to wait a year or more to get into one of the two schools, although there is at least one private kindergarten which takes children while they are waiting for acceptance. This can take up to two years.

The new school, which will take 500 pupils, will have to depend on private finance to meet capital and running costs. Anglo-American Corporation, and other large companies represented in Gaborone, such as Falconbridge, and The Standard Bank have committed £600,000 towards the school, and parents will be charged fees of around £100 a term.

It will be administered by a council consisting of elected members of the parent-teacher association, the shareholders and a representative of the Ministry of Education.

The first phase will consist of four classrooms to cater for a reception class and standards one, two and three.

Fewer text books

MOSCOW: The issue of free textbooks in Soviet schools has meant that fewer books are being printed. Mr Aleksei Nebenzyn, the deputy director of the USSR state committee for publishing, announced on Moscow Radio recently. This year 1,542 school textbooks have been published - about 220 million copies - which is almost 60 million fewer than in 1977.

The changeover to free textbooks in the coming school year will be extended to classes 6 and 7 (13-14 years) and preparations for 1982-3 have started with the printing of texts for classes 8 and 9.

United States/Deborah Kasout

Staff shortage fears as more resign

WASHINGTON: College students are not choosing teaching careers. Teachers are dropping out of the profession. The signs are that there will be a shortage of teachers in the United States within the next decade.

Members of a congressional education subcommittee were warned of this during hearings held in Washington last month to investigate the problem of attracting and keeping outstanding teachers in schools.

According to the Association for School, College and University Staffing (ASCUS), shortages already exist in several teaching fields. A recent supply-demand study by the association reported a decrease of 41 per cent in the number of new elementary teachers and 51 per cent in the number of new secondary teachers between 1970 and 1980. In addition it reported anticipated decreases of 21 per cent in elementary and 14 per cent in secondary education between 1980 and 1981 alone.

Many states, the report says, have to recruit job candidates from out-of-state because the colleges of education within their state simply do not provide enough teachers for all school districts.

"We expect that in the next one to three years there will be a critical shortage of teachers in all teaching areas. The main reason for this is the dramatic decline in the number of students entering teacher education programmes."

With average teaching salaries just over \$17,000 (\$8,750), inadequate pay was one of the reasons cited during the congressional hearings for the decline. "When will we be paid a salary at least equal to bus drivers?" asked Mr Ronald Spruill, representing the American Federation of Teachers.

Mr Spruill, who has spent six years teaching in inner city schools in Baltimore, Maryland, also cited the inadequacy of teaching training programmes in preparing teachers for the types of problems they face in classrooms.

"How could they have trained me to accept that after only six-and-a-half years of elementary school teaching I have at least three former students incarcerated for murder?" he asked.

Mr Milton Goldberg, acting director of the National Institute of Education, confirmed that one reason for the high drop-out rate is

frustration with classroom working conditions. He said that recent studies show that teachers are "turned off" by the tasks they must perform and by alcohol and drug abuse in the schools.

"These conditions make it more difficult to focus on the traditional role of transmitting knowledge and information," said Mr Goldberg. The educator to "classroom policeman" Dr Vincent Reed, assistant secretary for elementary and secondary education in the Education Department, told the panel. Teachers were worried, he said, about security in the schools, as well as the lack of student motivation and parental involvement in education.

Dr Reed, who is a former superintendent of public schools in Washington, DC, said that when those worries are added to "the administrative stress, 'you have a adults off'."

Poor salaries and working conditions in schools have frequently been pointed to as reasons for both the decline in interest in the teaching profession and the increasing number

of teachers who are leaving it. "People with ability are finding it doesn't pay to fool with this mess. They're finding it's not a very good way to make a living," said Mr William Grogan, a National Education Association Researcher, said.

Many of the people appearing before the subcommittee offered suggestions to the growing problem of attracting and keeping quality teachers in the nation's schools.

Ms Sharon Robinson, director of instruction and professional development for the National Education Association, feels that in order to compete with higher paying, more prestigious jobs, teaching must offer more incentives. She told a subcommittee that a solution is to combine "attractive compensation and professional legitimacy" must be found and urged local, state and federal governments to support teacher preparation programmes.

Congress could take a number of steps, she said, including offering new merit-based scholarships to attract capable students.

New Zealand/Lindsay Hayes

Overseas fee protest

WELLINGTON: University students supported by academics, are seeking a repeal of the private overseas student fee which they say is forcing Malaysian students to give up their studies.

Since the introduction last year of the 1981 annual fee to all on scholarship holders outside the South Pacific, the number of Malaysian students - who make up the main group - have dropped by 38 per cent, to fewer than 200 students.

The New Zealand University Students' Association has made repeated efforts to have the fee dropped. "This time, they are more optimistic."

An 81-page submission submitted to the education and labour select committee has been referred to the Government for consideration. Previous submissions have not made it past the select committee.

The submissions contain evidence from influential observers and academics who see some possibility of a decision before the general election in November.

Professor A. G. Renwick, head of biochemistry at Auckland University, says: "I can only reiterate that the imposition of the fee was a major blunder and that its ill effects were not foreseen. New Zealand will lose in the long-run, but perhaps the loss of goodwill overseas means little to those who govern."

Professor Renwick adds: "The British line has been disastrous. It warns that New Zealand has yet to see the full consequences in its own university system."

The students say the fee is contrary to international conventions signed by New Zealand and the country's foreign policies.

Jobless warning

STOCKHOLM: A report by the National School Board has revealed that many children are being educated for unemployment. The report showed that the upper secondary schools are poorly adapted to local employment conditions.

It said 20 counties were educating children for work in service industries while only 14 provide schooling for manufacturing industry.

The result was that many children would be either unemployed or forced to move to a different area when they left school, said the report's author, Professor Lars Odbeck.

West Germany/Susannah Kirkman

'Apartheid policy' condemned

WEST BERLIN: Parents have condemned as "an apartheid policy" the segregation of foreign children from German pupils at a Berlin primary school.

West Berlin's new Christian Democrat education senator, Frau Hanne-Renate Laurien, has decreed that two separate classes must be formed for 56 foreign pupils, mainly Greeks and Turks, at the Carl Bolle primary school. A third class will consist of 24 German and two foreign children.

The measure is in accordance with the "50 per cent rule" which orders the separate education of the children of foreign workers if they make up more than half the class. The rule exists in all federal states and was applied in Stuttgart last year.

Forty of the foreign pupils at the Carl Bolle school were born in Berlin and Frau Laurien's decision was made in spite of a suggestion by parents for the forming of "mixed" classes, each with nine German and eleven foreign children.

In a letter to the parents, Frau Laurien said that contact between the children would still take place outside lessons, "in the form of school parties and outings".

Herr Egon Mayer, spokesman for Frau Laurien, said: "The foreign children must not be allowed to lose their cultural identity", although children of three different nationalities are represented in the new classes.

Sixth-forms return to a core curriculum

BONN: The state of Baden-Wuerttemberg has reversed sixth-form reforms which are only four years old. The reforms which were designed to encourage "intellectual independence" in sixth-formers and increase subject specialization, introduced a free choice of subjects similar to the British A level system in all the federal states.

Many educationists have blamed the reforms for declining standards in basic skills among university students. Recent tests commissioned by the German Society of Physics have revealed "catastrophic gaps" in the basic mathematical and scientific knowledge of natural science students.

Herr Gerhard Mayer-Vorfelder, the education minister of Baden-Wuerttemberg, plans to remedy these deficiencies by re-imposing a subject

India/A. S. Abraham

Training courses proposed for education officers

BOMBAY: A nine month course for newly recruited rural district education officers has been proposed by the country's National Institute of Educational Planning and Administration.

Officers already in the field should also take shorter, in-service courses, says the institute. The object is to improve the quality and administration of rural education.

The course for new recruits, it is hoped, will be modular.

The first of three modules would include economics and sociology of education, basic management principles and the fundamentals of educational planning and administration.

The second would emphasize practical work with students studying elementary education intensively at the grassroots.

The third would involve research techniques.

The NIEPA proposes elementary similar, briefer courses for rural education officials among the lower ranks.

Israel/Benny Morris

Plans hit by cuts to the budget

JERUSALEM: The Treasury has forced the Education Ministry to take a 28m budget cut, which will reduce by 30 per cent the scope of many of the ministry's education programmes, including adult education, work with juvenile street gangs and infant care courses for new mothers.

According to Education Ministry sources, the cut is "severe" as it represents a large chunk of the money left over after the ministry pays teachers and education officials salaries (which amount to 85 per cent of the total budget).

This most recent cut follows the publication by the central bureau of statistics of an analysis of the education ministry budgets in recent years demonstrating that last year, 1980/1 for the first time, the ministry suffered a real terms budget cut - of 2 per cent. In spite of nominal budget cuts in previous years.

The bureau's figures revealed an even more worrying statistic: in 1980/1 there was a 30 per cent fall in the state's investment in school building construction and in other educational areas.

There follows a fall of 10 per cent in 1979/80 and a 20 per cent fall in 1978/9. The successive cuts, leading to an acute shortage in classroom space, threatens the school system with the eventual introduction in some regions of a second shift in schools.

Industrial moves

BOMBAY: Following the prompting of a number of states, the Federal Government is likely to extend the Apprenticeship Act to students passing out of the vocational stream of higher secondary school.

If it is extended to these two vocational graduates, they will become eligible for attachment to an industrial establishment for a term of apprenticeship and may be offered a job.

The NIEPA proposes elementary similar, briefer courses for rural education officials among the lower ranks.

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Rushed deadlines for Manchester guardians of 11-18 status quo

Sir, - With reference to your leading article "Waiting for Sir Keith to empty his in-tray" (September 25), I wish to state that, as a former deputy head of a Manchester comprehensive school and former member of the local NUT's working party on secondary reorganization, I was part of the much-vaunted "responsible and measured" consultation process.

My experiences were completely contrary to this. I can recollect rushed deadlines and inadequate discussions, affected by personal concern and outside pressures. Despite these obstacles, secondary teachers and others adhered to their principles and, eighteen months ago, by a significant majority, carried a motion for the support of the 11-18 status quo, in the interests of continuity for Manchester pupils.

Unfortunately, this decision was never fully pressed and, apprehensive at the prospect of mass resignations and wholesale redeployment which are an essential feature of the proposals, the union was forced into a Hobson's choice position of backing one of the plans finally proposed by the city council.

Two of our main reasons for opposition were the fear of the inevitable chaos which would reign for a decade and justifiable anxiety regarding the harmful effects on the 11-16 sector, when shortage specialists in science and languages are drawn away from our schools to areas with 11-18 schools, to the sixth form colleges and to the private sector.

Many people in Manchester would agree far more with the view that there should be diversion of money from MSC to the work experience component of non A-level post 16 education in school. Apart from the need for a small number of gradual amalgamations in the inner city area of Manchester, the preservation of the 11-18 school system would then become even more viable, educationally sound and cost effective in helping to solve the complementary

problems of falling rolls and how to aid our young unemployed.

At the same time, this would avoid needless upheaval for the children of a city already suffering grievously from economic deprivation and social tensions.

MARGARET GADIAN,
22 Wilton Road,
Crumphall,
Manchester 8.

Sir, - Despite a bold attempt by The TES leader writers to pre-empt Sir Keith's decision on the Manchester Plan (September 25) doubts loom larger than ever in the minds of many thousands of parents and teachers in the city.

The pressure group Campaign for the Retention of Eleven to Eighteen Schools in Manchester (CREEM) consisting of thousands of parents from a majority of schools within the city, has conducted a sustained campaign for more than 18 months, obtaining more than 50,000 signatures on petitions and sending detailed submissions to the local education authority, as well as presenting these to the Minister in London.

The TES leader refers to "responsible and measured consultation". It would be fairer to readers to explain, that parents wishes, overwhelmingly in favour of retention of 11-18 schools, were completely and contemptuously ignored by the local authority.

Manchester education officials claim that the scheme will save up to £4 million per annum. However, this sum will only be raised from the sale of buildings, and the estimated initial cost of setting up the scheme will be in excess of £4 million. This figure

does not include the "hidden" costs of wasted resources when courses are interrupted, and teachers and their materials possibly separated, time lost while hundreds of unnecessary interviews are held, and money spent on trying to make sense of the difficult interim arrangements.

Not content with laying this burden on the hard-pressed Manchester ratepayer, the authority now threatens expensive litigation against the Government to enforce a decision arrived at undemocratically, against the wishes of the overwhelming majority of Manchester parents.

Parents, and I would guess most teachers, can only hope that Sir Keith will send this ill conceived scheme back where it belongs - in the rubbish bin.

GERRARD CAREY,
Chairman,
CREEM.

Sir, - Not for the first time, we read in The TES (September 25) an editorial concerning the proposed reorganization of secondary education in Manchester which might well have been written in the local education authority's offices. Since the same innuendoes and half-truths which I repeated once again, I feel it necessary to set the record straight a second time.

First, there was indeed a "mammoth task of consultation" about the proposed reorganization - and this involved equally mammoth opposition from 70,000 parents at well over half the city's high schools, culminating in a delegation of parents to visit Mr Carlisle.

Labour Party is completely inaccurate. I was not vice-chairman of the schools sub-committee at the time of William Tyndale, only a co-opted backbencher. I did not criticize the whole ILA leadership, only one member of it.

I also did not say that "if I had still been chairman I might have hung on in the hope of influencing what happened over things like school meals". I don't think anyone who knows anything about current preoccupations on the ILA could make head or tail of such a statement in any case.

What I said was that the whole question of what I or anyone else might or might not have done in different circumstances was unfair or unanswerable. I might have resigned earlier or I might have resigned later. I know, for the reasons that were well publicized last week, that I would have had to resign at some point.

Too often in their attempts to satisfy the kind of comprehensiveness, no doubt favoured by Mrs Benn, they are baulked by the rigours of mixed ability classes.

Perhaps this is what parents fear, too, and perhaps this explains recent pleas being made for advisers to be appointed with special responsibility for gifted children.

They might not be necessary if we could be sure that in Mrs Benn's comprehensive world teachers were to be allowed to concentrate on content and curriculum planning.

Too often they are faced solely and squarely with the problem of what are to be the aims of their schools, that the aim of their school should be "socialisation".

Some parents would claim that they themselves have educated their children in social tolerance and understanding.

GERRARD CAREY,
54 The Wick,
Bengoe,
Hertford.

Tyndale resigned

Sir, - Your reporter's account (September 25) both of my part in the William Tyndale affair and of our telephone conversation last week about my resignation from the Surrey University.

These parents would prefer an 11-18 system across the city, but are reconciled to a mixed system if this that Mr Fiske explicitly favoured a mixed system until forced by political pressure to abandon his earlier professional judgment.

I would not dissent from the view that local decisions should wherever possible be made locally - but when the clearly and repeatedly stated views of the local consumers, i.e. the parents, are contemptuously ignored, the one is obliged to appeal to higher authority.

The second obvious defect in your editorial concerns your analysis of the Minister's powers. According to you, if Sir Keith does anything but will be acting unreasonably and this will result in litigation, which (by implication) he will lose.

What this extraordinary view would mean if sustained is that the Minister has, in effect, no power to reject a plan if modifications he requests are turned down by a local authority; he would simply be a rubber-stamp forced to approve the dismantling of sixth forms whenever and wherever this is proposed. Simple common sense tells us that this is not the case.

Could I finally, point out once again one or two facts concerning Parris Wood High School, since the editorial, Parris Wood is in every sense a comprehensive school, with a truly comprehensive intake, representing almost exactly a cross-section of the national social structure.

The obvious fact that its intake differs from inner city schools must be weighed against the equally obvious differences between its intake

and those of nearby comprehensives in middle class suburbs a mile or two away across the city boundary.

Some 93 per cent of Parris Wood parents have asked the Minister to preserve the school in its present form. (The staff, one might add, unlike their colleagues at other city high schools, have remained strictly and professionally neutral throughout, very properly leaving the parents to make their own views known.)

It is this massive parental support for 11-18 high schools in general, and for Parris Wood in particular, coupled with the fact that, as far as we know, no does Mr Fiske, the Minister, have any personal views which lead him confidently to expect the Minister to reject the proposals as they are currently before him.

PROFESSOR M. B. HARRIS,
Chairman,
Parris Wood Parents' Action Committee.

Readers are advised to look again at the leader. It did not say that "Sir Keith does anything but approve a plan in full as it stands he will be acting unreasonably". The word used was: "He can approve or disapprove, but he can only put forward modifications after consultation with the authority, and the legal advice which Manchester received (technically) is understood, by that given to Mr Carlisle is that without the consent of Manchester, the Secretary of State has no power to impose his own scheme strictly limited". Professor Harris perfectly entitled to his own view of the law. But his view does not do what the lawyers have told Manchester and the DES. - Editor.

Letters for publication should be sent on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

16-plus concerns

Sir, - Many teachers will have recognized elements of their own curriculum development and thinking in the recent proposals for the secondary curriculum outlined by the Schools Council (September 11).

It is likely that those same teachers will be concerned about certain aspects of the new 16+ syllabi which are now at the consultative stage. Many will feel that the proposals do not reflect the shape of tomorrow's curriculum. In my own area (science and technology) there is evidence to suggest that the new syllabi are being created on a single subject basis with no concern for the unified approach to science which is being advocated, and increasingly practised, at all levels.

I fear we shall see an increasing divergence between curriculum thinking and examination practice - the only possible consequence being that exams will be the determinant of course content rather than a free assessment procedure at the end of a course.

One way out of this dilemma is to write more 3 syllabi to meet our own particular needs. This is extremely time consuming and not generally well received by the examination boards. Would it not be better if the Schools Council were

to back their excellent curriculum proposals by preparing specimen module 3 submissions which schools could adopt or modify to suit their needs and then submit these to their local board?

ROB GWYNNE,
Chapel Row Cottage,
Lutton,
Peterborough.

Not dithering

Sir, - The headline "Liberals dither over public schools" which accompanied Hilary Wilce's report of the Liberal Education Association's meeting at Llandudno (September 25) did not fairly represent what was said or, indeed, Liberal Party policy.

In July we asked ILA to allow us the use of a school for background shots. The responsible officers made it clear that in view of the controversial nature of the play, they could not allow access to our cameras unless the parents of every identifiable child had given approval.

I thought that we were very unlikely to be given this mass approval and at this point I decided to postpone production until we could discuss the play further with Mr Bowen.

The final decision was made in consultation with my colleagues at Thames, who, between them, have many years experience of teaching, educational broadcasting and drama production. The ILA's uneasiness about the script was just one contributing factor. I regret that the authority should in any way have been saddled with responsibility for the decision.

PETER SCROGGS,
Executive Producer,
Thames TV Schools Television.

Pat structure

Sir, - Richard Garner's report on the proposed new pay structure for teachers (September 25) perpetuates the supposed division between teaching and administration, with the implication that the latter occupies teachers' time to the detriment of good teaching. It would help to know what teachers or others who

A positive reaction to the challenge of the 16-plus

Sir, - I found Roger Murphy's article on the 16-plus (September 25) a somewhat disappointing read, although its prevailing note of pessimism was hardly surprising, echoing as it does the mood which pervades the educational world today.

Murphy is undoubtedly correct in reporting the suspicion amongst teachers that the proposed 16-plus might simply be a means, for the government, of tightening their stranglehold on the curriculum. His fear, too, that the structuring of the 16-plus, to cater for the different levels of ability likely to take it, has hardly been considered, is valid and timely.

But in spite of the fears and doubts hovering over the 16-plus, I nevertheless feel that teachers should react positively to the draft criteria which are now emerging from the examination boards' Working Parties, wherever they see the faintest glimmers of light.

The English Working Party's Report seems to me to contain three

promising notes. First, they express disquiet about any attempt that might be made to reduce the target area of candidates taking the 16-plus in English. In doing this, they recognize the ubiquity of the "content" of English - language itself - and that it can only be a good thing, following as it does hard on the heels of the restricted language areas covered by so many of the present examinations.

Secondly they stress the importance of an "oral" component in the 16-plus and that is something the O Level Boards have never seriously done, in spite of the obvious centrality of speech in language activities. Thirdly, they give strong recognition to the importance of "course work" approaches to English, and that can only be welcome to those many of us teaching the subject as process, as well as a product.

Like Roger Murphy, teachers should express their doubts about the 16-plus when there is obvious cause to do so, but unless they wait the same old dish served up on a

use the word "administrative" in a pejorative manner really mean by it. In this school, like any other, teachers engage in numerous and often, time-consuming duties which are not classroom teaching, but which are essential for the proper care of the pupils. Examples are the liaison with primary schools and arrangements for the transition of new pupils, writing references, and close and frequent contacts with parents.

If such activities are what is meant by administration, it surely betrays an inadequate conception of what a school is about to set them over against teaching, as less important or as misusing valuable teaching time. If they were to cease, it is the pupils, not the staff, who would suffer.

I find it very hard to identify non-teaching duties which are actually redundant. I suppose some would point to paperwork generated by I.E.A.s but this takes an extremely small proportion of our total time and effort.

The duties I have described need adequate time, and increased responsibility rightly attracts financial recognition. But that is not to say that the long serving and highly skilled classroom practitioner should have his contribution undervalued. Many such teachers are paid above Scale 1 already because, as good teachers, they naturally undertake some of the necessary additional duties mentioned.

The present system of points and scale posts is not satisfactory, but whatever new scheme we devise the kind of duties I have referred to will have to be rewarded. Pastoral and department heads if given properly defined duties can and do play a vital part in the work of a school.

JOHN L. STUBBS,
Headmaster,
Southbourne School,
Ruislip.

Real pleasure

Sir, - While I agree with Mary Warnock (September 25) that the aim of education in the arts should be pleasure, I do think her remedy of making English literature a minority subject for examinations is not likely to increase the general pleasure, since we all know that what is not examined is ignored.

If there is pleasure to be obtained from literature, schools should offer everyone a chance to sample it. While we go wrong in teaching for the kind of examination that puts pupils off.

First there should be great changes in the questions asked: at O level they demand almost entirely mere memory of the facts of the text, instead of promoting self-reliant judgment and personal appreciation.

Equally, the syllabus should allow the development of existing abilities and accept the fact that there are different ways of reading. It is ridiculous that pupils are asked to read a dozen or more books a year in their first four years in secondary school, only to be reduced to studying three or four in the culminating year of the course.

A two-part examination - the first to promote intensive reading and

the second to promote extensive reading - could be the answer. To provide a common standard, we could have a 144 hour paper on a set play (Shakespeare, I would hope, since children can indeed learn to enjoy the masterpieces) and also an unseen poem which would ensure that poetry is read and that the enjoyment is not marred by "swotting".

Let the other 50 per cent be devoted to course work, done throughout the year, on a large range of fiction. For example, this could be three substantial essays each involving reference to four different novels, the twelve books to be chosen by the pupil with guidance from the teacher.

Such an approach would enlarge the pupil's reading and might encourage him to look for pleasure in it.

W. J. NESBITT,
Tutor for In-Service Degree Work,
Charlotte Mason College of Education,
Ambleside, Cumbria.

Private fees

Sir, - Referring to the amount spent per pupil in private schools: "Day fees in boys senior schools are up to £1,423 this [year]" (TES June 6, page 6).

Referring to the amount spent per pupil in state schools: "In secondary schools... the national average has risen to £823" (TES, September 25, page 12).

JOHN F. KERLEY,
52 Conway Drive,
Filton, Bedford.

The new cane?

Sir, - I see that Beaumaris gaol, complete with workrooms, treadmill, punishment cell and place of execution, is offering room for classes (September 25). Have we at last found a viable alternative to the cane?

G. LUTMAN,
19 Leyland,
Brumman,
Bedfordshire.

Censorship?

Sir, - I note with interest that the Rowntree Trust has provided funding for the recently opened "Lagan College". The Trust was also involved in funding the Schools Cultural Studies Project at NUJ, Coleraine. A final evaluation report on

most teachers this provides the only available opportunity to influence the objectives and content (as stated in the minimum core and the grade-related criteria) of the new syllabuses and examinations. Once these have been agreed then they will be incorporated into all the syllabuses for local subject panels are unlikely to effect any change in the core content and grade-related criteria.

Many of us are aware of the research which has been carried out since 1970 (particularly with respect to mathematics and the physical sciences) into the need to match content to the developmental stage of the pupil. Most of us have experience of teaching the full ability range of pupils up to examination at 16-plus and have strong views as to what should and should not be attempted with these pupils in our own subject.

We have all experienced the problem

allowance for the primary child is £9.45 a head not the £15 that was quoted.

The £9.45 is to cover stationery, equipment, books, PE equipment and clothing, educational visits and our television licence. In addition we have just been informed that should we need more than one visit for which the county pays, from the contract window cleaner, that money will have to come from our capital.

Can we get basic figures for quoting in papers, not those made to look better than they really are in the schools.

D. A. SCOTT,
Headmaster,
Shelley County Primary School,
Ongar, Essex.

Jobless hope

Sir, - The worst effect of continued unemployment is widespread depression whose results will range from quiet desperation to violent protest. While there's hope there's life; loss of hope is deadly.

The government's initiative through the Manpower Services Commission and the Youth Opportunities Programme, and the many local initiatives by employers, are welcome signs that concern is being shown. But they do not touch most of those out of work, whose numbers increase daily. The evil of unemployment needs to be remedied on a wider basis.

The unemployed now comprise skilled adults, including teachers and lecturers. And with some schools and industrial workplaces with room to spare, because of falling rolls and sackings, surely it is possible to work out some way of bringing these needs and gaps together.

If the vision is not forthcoming from the Department of Education and Science it must come from individual schools, colleges and local authorities in concert with employers. For the problem is, at its root, educational; and so is its radical solution.

LESLEY BRADFORD,
JOHN BRACKENBURY,
4 Cavendish Avenue,
Cambridge.

Essex estimates

Sir, - Having seen the table of I.E.A. estimates (September 25), I feel I must put in perspective those figures quoted for Essex.

Being a county with a wide variety of areas the figures become distorted when we include the very small village schools, for whom special pupil-teacher ratios apply. If we take out such special cases then the basic ratio in Essex becomes that which holds in my primary school of 1:31.5, not 1:24.3.

My second point concerns capitalization. Here again special allowances apply to the smaller schools but the

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Talkback

Captain Kirk to the rescue

Tony Gray
Derek Blease

The successful introduction of micro-computers into schools hinges upon the availability of good quality software. Teachers find programs are often unsuitable or unsatisfactory. The difficulty is that writing quality software is a skillful and time-consuming work. However, one tactic does suggest itself: examine existing commercial, non-educational software, and devise strategies which will make its use educationally viable.

One type of program which offers promise is the computer game which involves decision-making and problem solving. Watching someone play "Space Invaders" or "Star Trek" the power of the machine to motivate and create an interactive role-play context is obvious: the player "becomes" the starship trooper, makes decisions, gives commands, and lives or "dies" as a result.

Acting on special needs

Michael Burnham

During this academic year, the Education Bill relating to Children with Special Needs is expected to become law. Local education authorities will need to review existing provision, and prepare the ground for the ways in which they are to meet the challenge.

Work in preparing all concerned has been started in Oxfordshire by bringing together into working groups personnel who are most concerned with these children. Two models are being developed.

The first model is to bring together the head teachers of, say, four or five secondary comprehensive schools, with the head teachers of their partner primary schools, the area education officers, educational psychologists and, where in an area special schools or other special education provisions are available, the heads of these establishments.

The work of the area group is firstly to identify and list all the resources in terms of manpower which are working in the area. This includes teachers under the headings of remedial, multicultural, peripatetic and home teaching service.

Secondly, the group identifies the help it is receiving from supportive agencies such as advisory staff, educational psychologists, speech therapy, physiotherapy, education social worker time, psychiatric social work, the referrals and use made of child guidance clinics. This exercise alone produces a formidable list and, indeed, acts as a many schools within an area are not aware of the resources which are available.

The third major task of the group is to identify the children which each secondary school and its partner primary schools, see as the group of concerned. Such groupings may be major learning difficulties, or the help, or assistance, of the children who present some form of behaviour or management problem. With the latter, the question of school organization, curriculum and pastoral systems is brought into the discussions. The ways in which any partnership of schools may wish to deal with their identifiable group is then brought back for discussion by the whole sector.

The result of this type of approach has led to much rethinking and modification of the curriculum and

Discussion of objectives, courses of action, alternatives and hypotheses, as well as learning ways of approaching and solving problems, are all valuable experiences which are not always available in schools and can be explored using a micro. For example, even though "Star Trek" was not designed as an educational program, it is possible to use this game educationally.

The teacher and class sit round the screen of a micro (preferably a full-size television displaying a menu of actions which may be taken by Capt. Kirk of the Enterprise. For the duration of the game they are, collectively, Capt. James T. Kirk. Their objective is to destroy the dreaded Klingons.

They begin by discussing which of the options open to them they should try. The teacher is just another member of the group, who's never been on a starship either. There are no "right" or "wrong" answers.

Some strategies will be argued to be better than others. Discussion and experience, opinion and experiment all interact to create a situation which gives opportunities for language use, formulation of hypotheses

and learning by experience.

In a lesson of this kind, the greatest difficulty for teachers is accepting that the children's ideas are as valid as their own, even if they disagree with their decisions. Equally, there may be times when they will need to guide the discussion in order to create as many opportunities for future actions and learning as possible.

Using the micro in this way, a teacher can encourage the child to learn the skills of thinking, creative problem solving, and that the process of correcting mistakes is a legitimate, acceptable, and desirable activity.

These programs are not a recent resource for teachers: they are for teacher-designed and evaluated software, designated for educational use, as strong as ever. In the meantime, teachers might be well start poring over the catalogues, devising ways of entering into the full relationship with Captain Kirk.

Tony Gray and Derek Blease are in the Education Department, Loughborough University.

the support which is given to all children, including those who have been identified as having a special need. It has brought together head teachers and other professionals in a more meaningful way in that plans have been formulated to allow schools to provide for the needs of their local children.

We must not forget that if it is the desire to meet the educational needs of identified children who require special help, then there has to be a response from the whole school. Too often the expectation by schools has been that a child with special educational needs can be equated directly with extra resources either in manpower or equipment terms.

Certainly, there is, within local education authorities, continuing debate of teacher-pupil ratios in any class. Perhaps the time has now arrived when consideration should be given to counting specified children with special educational needs as the equivalent of two or three when deciding actual class size.

The second group model which has been tried is to bring together all the interested teachers, including head teachers, of one secondary and partner primary schools, with special educational establishments within the area. These meetings, which also include the local educational psychologists and the local advisers, have taken a rather different form, in that the identification of "need" in that group has taken on a more pragmatic attitude; there has been a determination to solve one problem at a time.

To this end, a pilot scheme is starting in co-operation with the area speech therapists, to identify children benefit from speech therapy sessions, as opposed to referring larger numbers of primary age children, some of whom would not directly benefit. It would then be the school's responsibility to make the necessary adjustments to the curriculum and teaching methods used with the latter group of children who show language difficulties. The degree of cooperation and understanding between the professionals working in the support agencies and the class teachers has been most encouraging and is a direct result of these meetings, which are taking place at half yearly intervals.

Where such programmes are planned, it is essential that we build into child identification, to the screening educational programme, the modification of the normal curriculum which is being provided, the additional support which is being given. Each year it is necessary to evaluate the effect that the total programme has had, both in relation to the child, and to the whole school. The development of individualized

Michael Burnham is Senior Adviser for Special Education, Oxfordshire.

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Elitism is not enough

Why do comparatively few comprehensive pupils get in to Oxford and Cambridge? Are the universities or the schools themselves principally to blame? Val Williams report on some measures designed to correct this imbalance

Moves are afoot at Cambridge to switch the university's formidable entrance examination from November to March or April. Aspiring under-graduates would take the exam in their fifth term of sixth form studies - before A level - instead of in the seventh or fourth terms. The proposal has come from a working party of admissions tutors, and will be considered by the under-graduate colleges this term.

The implications of the change - if it takes place - are wide-reaching. Oxford would almost certainly follow suit, the arrangements the two universities have with UCCA would need to be modified, and their relationship with the independent schools and the old direct-grant grammars would be profoundly altered.

In the sense, that is the object of the exercise. The working party's brief is to find ways to encourage more candidates from the comprehensive schools. Its establishment reflects a concern shared by Oxford that the student population of the two universities is grossly unbalanced.

The public and direct-grant schools educate less than six per cent of children in England and Wales, yet they are providing 47 per cent of first-year students at Oxford colleges this term; only two per cent less than the state schools everyone else attends. The comprehensives, which account for four out of every five children of secondary school age, will have only one in five of this year's Oxford intake.

At Cambridge the maintained schools fare even worse: last year 45 per cent of new students came from the private sector, 42.5 per cent from state schools.

The pattern is changing, but not fast enough. Last year's Oxford entry was the first in which more new students came from maintained schools than from public and direct grant. The Cambridge entry from state schools has changed only slightly during the seventies, but the independent share has fallen.

Oxford concern at this imbalance is no doubt mainly explained by a genuine desire to enrol the finest minds in the nation's sixth forms. But there is, too, a nervous glance in the direction of the universities' elitist image, and a recognition that the social mixture in their common rooms is something of an anachronism in an increasingly egalitarian society. For the reasons why comprehensive school children do not yet dominate are not primarily academic.

Success rates for applications from private and direct grant schools are certainly better, but the significant factor is much simpler: comprehensive sixth formers don't apply.

"We can only recruit from the people who apply to us," said Colin Lucas, senior tutor at Balliol College, Oxford. Alan Baker of Emmanuel College, Cambridge, agreed. "The

people we admit simply reflect the field of applications we get, so the basic task that we have is to encourage more and more pupils from the state schools to apply."

They don't apply for a number of reasons. There may well be no school tradition of Oxbridge entry - particularly for schools which have grown out of a secondary modern background. Admissions procedures at Oxford and Cambridge are more complicated than at other universities; the entrance examinations are not only difficult, but held at an awkward time. Add to that the social barriers which unquestionably exist, and the Oxbridge admissions hurdle is formidable.

"They really need to change their admissions procedures," said Peter Dawson of the Professional Association of Teachers, former head of Eltham Green School in South London. "That is what is obstructing the broadening of the social spectrum of the students there." Admission is still overwhelmingly through the Oxford and Cambridge examinations, and they are geared to the pattern of the independent schools and the traditions of the old selective system.

They are held in November. The traditional Oxbridge feeder schools submit their candidates in the term after A levels - the seventh term of the sixth form. But in the comprehensive school, the sixth form is normally a two year experience, so their candidates take the exam in the fourth term. Most don't insist this makes no difference, that they make allowances, that they judge potential, not performance. But this doesn't convince the schools, nor even all their colleagues.

"We try to make allowances for the differences between schools, but I think these differences are absolutely basic," Alan Baker said. Clifford Watkins, an Oxford graduate who is headmaster of Tring school in Hertfordshire, summed up the view of many in the state schools: "They are so used to examining the products of the old grammar schools and the public schools that it's difficult for them to compile papers to suit the comprehensive type of child. It's jolly difficult to assess how much better they would have been if they had done it in the seventh term."

Difficult, but according to Oxford and Cambridge, not impossible. "It's perfectly possible, because the Cambridge exam is an internal exam and you can find out as much information as you want," said Ernest Frankl, senior tutor of Trinity Hall and chairman of the admissions working party. "You don't just get a grade, like A levels."

Colin Lucas takes a similar view. "Comprehensive schools really do have to rid themselves of the notion that we live in an ivory tower - that we don't know there are differences between schools, between resources, between sizes of classes, in the number of people who might be coming here. We do try to treat each candidate as an individual - we don't feel

we are comparing like with like."

It is not easy, however, for comprehensive school staffs to believe that the differences they know exist will be discounted. "Many comprehensives with small sixth forms are at a disadvantage because they can't afford to give special Oxbridge teaching in the sixth form," said Clive Brooks, whose Radyr Comprehensive School in Cardiff is big enough to make special arrangements. Radyr, opened only 10 years ago, has sent 13 of its pupils to Oxford or Cambridge in the last four years.

"The real problem we face is the inequalities within the schools," Alan Baker said. "By the time the candidates come to us they are differently equipped to take the opportunities." There are other inequalities. "Oxbridge maintains very strong links with the independent schools. We're just an anonymous voice on the end of a phone," complained John Cotton, headmaster of Highfields Comprehensive, in Hemel Hempstead.

Peter Dawson, who was a schoolmaster fellow at Corpus Christi in Cambridge in 1979, claims Oxbridge is still predominantly selective, not on the grounds of ability, but on the basis of the schools people attended. "You have only got to look at the spectrum of schools represented at Oxford and Cambridge," he said. "They are still predominantly independent and elitist."

"The independent schools are very familiar with the admissions procedures," Alan Baker said. "They know how to get in touch with the right people, and the right time to pick up a telephone. We have to encourage the state schools to feel we are as accessible as the independent schools feel we are."

Colin Lucas admitted that the entrance system "appears to be a mechanism - if not intended, at least in practice - for reserving entrance to a pre-determined elite."

The problem, he said, is the image society and the state schools have of Oxford - "an image which was partly generated in the earlier part of this century. Because the place has ancient traditions, ancient buildings, portraits on the walls, it's felt, I think, by many people to be still operating on the assumptions that were prevalent in an earlier age. There is a sense in which we look like a museum."

Many Oxbridge people share the sense that they are more sinned against than sinning. "There probably is still a strong class feeling about Oxbridge," Alan Baker said. "But there are many of us here who are first-generation university people, and come from a very ordinary working-class background. I think the bias and the prejudice is perhaps even more on the part of the schools than the university."

Colin Lucas says: "I have a suspicion that going to university is something which is pretty socially defined. It's got a great deal to do with family background, the family context, the social context of the school. A lot of people

in secondary education are conditioned away from thinking about university. Let alone our university. When you put on top of that all this traditional stuff about the way Oxford is, then it makes it very difficult for Oxford to recruit across a broad spectrum."

Headmasters recognise the truth in that. "There's a lack of tradition of going to Oxbridge here - with parents and with pupils," Clifford Watkins said. There is also hostility, which Peter Dawson met when he was establishing links between comprehensive schools in Greenwich and two of the colleges - Corpus Christi and Merton.

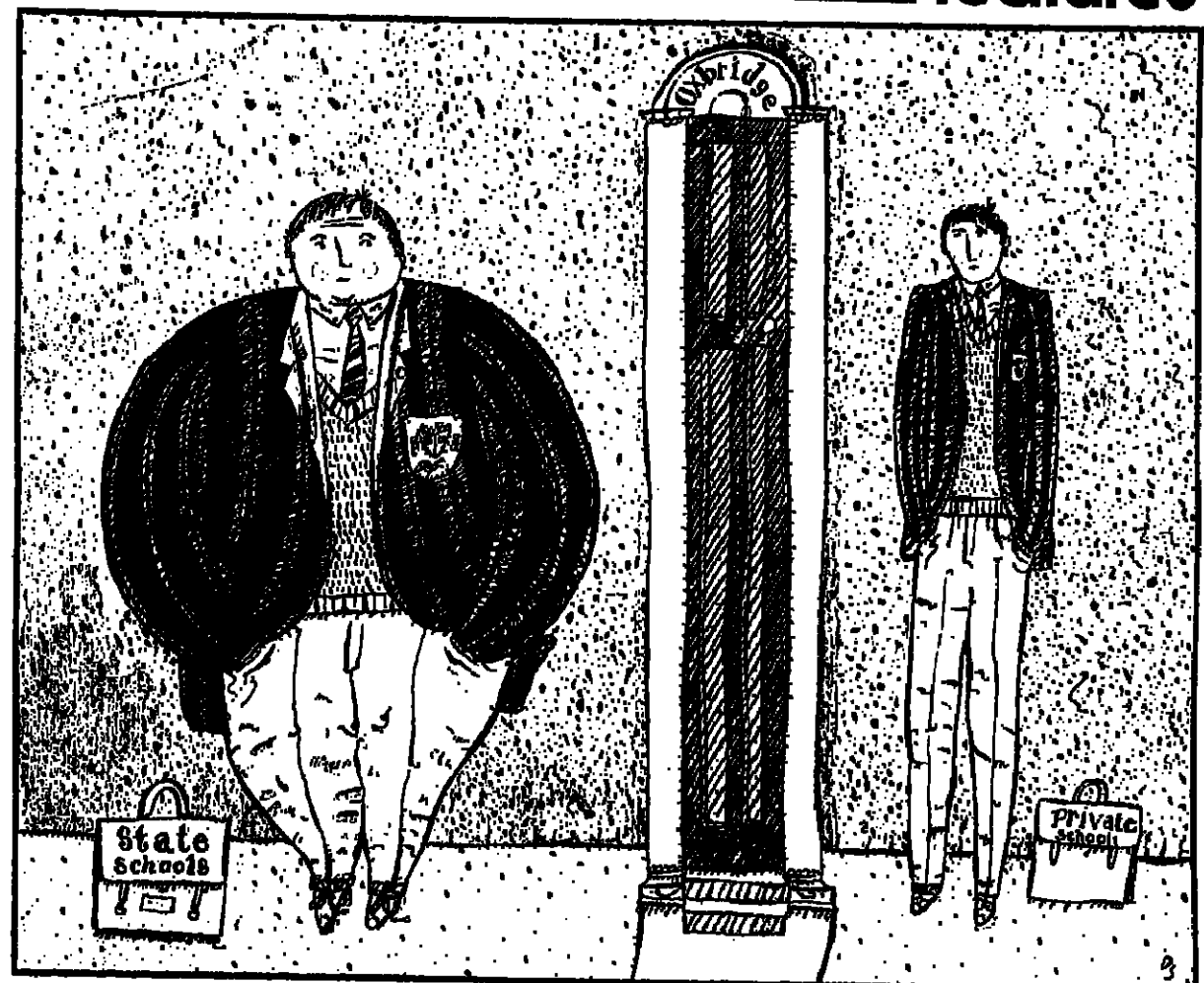
"Some of the people in the comprehensives weren't too keen to send children to Oxford and Cambridge, because they felt they would be contaminated by the elitist virus," he said. "It isn't just that Oxford and Cambridge haven't opened their doors wide enough. The comprehensive schools haven't been enthusiastic enough in sending their children there."

The Greenwich scheme reserves two places at Merton and two at Corpus Christi for children from the Greenwich schools. Critics call it window-dressing, but the colleges see it as a pump-priming exercise which should lead to a stronger flow of applicants. It is one example of a range of schemes the colleges operate as they try to open their doors wider.

Hertford College in Oxford, for example, takes a third of its students on the basis of interviews and school reports alone. All that it then demands at A level is enough to satisfy matriculation requirements. That pioneering approach was aimed directly at schools with no previous experience of sending pupils to Oxford. Now other colleges are adopting what one conservative don described as this "rather drastic" solution.

Colin Lucas of Balliol explained why. "Giving places conditional on obtaining high grades at A level is not really the best way of doing it, because the grades at A level may not always reflect the true potential of the candidate. We have to take on the responsibility of our own decisions. But we're trying to take what appears to be a deterrent element - the entrance examination - out of the assessment, without lessening the assessment's rigour." About a fifth of Balliol's 110 places each year will be allocated to candidates selected in this way, replacing those who were formerly offered places if their A level results were good enough.

But the conditional offer scheme - used to varying degrees by nearly all colleges - remains the major Oxbridge mechanism for attracting non-traditional applicants. It was pioneered in Cambridge by Emmanuel College 12 years ago, and 4 out of every 10 under-graduates at the college come via that route. Emmanuel takes 60 per cent of its students from state schools, compared with an overall Cambridge figure of about 40 per cent.



David Sim

My school has just experienced "re-organization" - "amalgamation," if you prefer. We have been told we were the county's guinea-pigs. According to the CEO it went smoothly, staff morale was high and everything in the garden was lovely.

It didn't seem like that to us. The situation was the two SPA middle schools on a huge council estate. It was clear to any reasonable, disinterested observer that two such schools were no longer viable.

Separate staff meetings were held to discuss this. Two mistakes were made here: the unions declined to contribute as it was a management decision; the rivalry existing between two very different schools should have made joint meetings imperative. We were persuaded that it was in our best interests to agree to the closure of both and the opening of a new school on one or other site. Third mistake: since members were not falling equally, we should have insisted on one closure only - that way, one school would continue and only half the combined staffs would suffer the trauma of closure.

This was the last time "closure" was referred to. Henceforth it was "amalgamation", but make no mistake, it was in effect a closure: staff had to apply anew for their posts with only the safeguard that "outsiders" could not apply.

Originally, there was to have been a year for the new Head to appoint his staff or for staff to seek alternative posts. Due to delays at the DES, he was appointed in the March immediately preceding the September scheduled for opening.

While the DES pondered, the hassle began: which should be the site?

The two staffs visited both schools. So did the Governors. So did Council officials. All the bitchiness (which had most graffiti, which least vandalism) was as unnecessary as the visits: one school was central to the estate and the L.E.A. chose that.

One head opted for early retirement, his deputy being appointed acting head for the final year. This caused some tension, since no two brooms sweep exactly the same, but it did ensure - at least for a year - the continuation of an education philosophy that had proved successful.

The L.E.A. produced a document which indicated how new appointments were to be made. It was to prove ambiguous.

The appointment of the new governors introduced another mistake: the appointment of

A devastating experience

More and more teachers will be finding themselves 'reorganised' in the coming years. Janet Edmonds describes one example of amalgamation that went badly wrong

a "parent governor" who had been put forward by one PTA without reference to the parents of the other school.

Now the staffs began to wake up. The union representatives from both schools arranged a joint meeting - the first - to iron out some aspects of appointments with the area education officer. The L.E.A. was said to be refusing a written undertaking not to make staff redundant. With several other closures mooted, staff were worried. Many of the women were single wives. Redundancy is a dreadful sword to hang over anyone's head; it is worse for a woman bread-winner in an economic climate where jobs in all fields go to men first.

Salaries were to be safeguarded, status not. Only teachers on permanent contracts could apply initially. The appointments were not to be used for promotion. Staff would have to submit letters of application and have interviews. This may not seem unreasonable, but at one school were a number of staff who had been there for 12-20 years, contributing enormously to the stability of that school in an unstable area. These people were understandably terrified at the prospect: letters of application and interviews are skills honed by

practice, of which they had had little, and they felt they would be at a disadvantage to the young Flash Harrys who made a hobby of job applications. Their fears were in some cases to be justified.

At this stage I decided to hedge my bets and told the L.E.A. I was prepared to consider redeployment.

The new head was appointed. The governors, divided between the merits of either present incumbent, put in an outsider with no experience of middle schools (thus ensuring that the ethos of both existing schools was lost area of high unemployment and who, in a school where one quarter of the families has only one parent, begins a letter home "Dear Mum and Dad".

At this stage a suitable post came up and the L.E.A. made my redeployment easy and painless. This has characterized the treatment of staff who opted out of the new school either to secondment or alternative posts. From now on I was an interested spectator.

When the list of who had applied for what appeared on the notice board it was obvious that, while the staff of one school had not applied for posts other than those they cur-

rently held, many of the other staff had applied for more senior posts and were being generated for permanent posts. The bad feeling was considerable.

The next mistake should never have been permitted by an L.E.A. committed to "no treatment of teachers: interviews were held on neutral ground. Supply staff sat in the staff-room among their colleagues and, when not appointed, had to sit in the staff-room in this relatively public area.

The tension in the staff-room was intolerable. People were in tears before their interviews as well as afterwards; one person was going on borrowed Valium; in spite of assurances, people were appointed to permanent posts.

There were two other irregularities which caused enormous bitterness. We heard apparently no educational references were taken up by the appointing body and a member of staff, temporarily teaching and was appointed with neither an interview nor seemed professional references. In spite of the fact that that person's opposite number by all accounts, a first-class teacher.

One long-serving, senior member of staff whose voice was never raised previously achieved the best discipline in the school, was rejected at two interviews and finally offered a Scale 1 post. Even this teacher and another demoted were offered the face-saver of suggesting field of responsibility and a title, but opportunity should surely have been before they left their final interviews.

Advisers, governors, L.E.A. officers, were to think the tension would evaporate as appointments had been made.

It didn't. It manifested itself in bickering among previously united staff; people took offence; knives were out and positions being undermined. Most staff had had two or three interviews. One, with private problems as well as with us well, succumbed to nervous collapse. Another ended up in the intensive care unit of the local hospital with many of the symptoms of a coronary.

It is probably impossible to "amalgamate" schools painlessly, but the traumatic experience we have undergone could, with imagination and forethought, have been made less devastating. It is to be hoped that unions and employers will use our experience to devise a more humane procedure.

Shared responsibility

How capable are pupils of making decisions about the content of lessons? Jack Cross reports on the work of one teacher who is trying to build up a more equal relationship between teachers and taught

Last July the girls of form 4D 1/2 of Southampton's Regents Park Comprehensive prepared a joint paper which stated, "By next May we would like to...". They went on to list the personal skills they hoped to develop during their fifth year. Having just returned from three weeks' work experience, they were very conscious of qualities which had received praise, and limitations which had been observed and criticized.

This was no sterile end-of-term exercise. Their collective suggestions have been taken into account in devising the second year of their CSE Mode 3 course, "Individuals and Social Growth". This is run by Margaret Raff, acting head of integrated studies in the school. Perhaps no single activity is more symbolic of her educational preoccupations: the creation of new kinds of relationships - between teachers and pupils, between schools and the places where people work.

Margaret Raff is an active proselytizer. She takes part in the work of the Schools Council Skills for Employment project and the Inter-Industrial Training Board. Such activities con-

firm her contention that the last nine months of school life are crucial. In that period you have to help pupils make sense of the traumatic transition from school to working (or often, unhappily, non-working) life.

The business community, she finds, is only too eager to take part in building the necessary bridges. At a recent conference in Birmingham on education and training there were more employers than educators in the audience. She has been influenced by her contact with the progressive Rubber and Plastics Board, directed by Maurice Kaufman. It was this team which recorded the remark by a recent school-leaver, "School is a mystery - nobody knows where you're going, and they chase you out before you get there."

As an innovator who has remained at the chalk face, there is no need to remind her of the constraints against change. There is always the emphasis on the cognitive element, as expressed in the examination system. How many people are saying that these days?

Teachers - "What original and creative work we could do if only there were no GCSE!" - employers, who, having used the system to

sort out their recruits, discover that these do not necessarily possess the life, social and work skills they were looking for: pupils, like group). "Before the final the pupils and teachers could think of nothing else and after that it was too late - the pupils had left and the teachers had other things to do."

A second constraint, particularly irksome to Margaret Raff because extra-mural activities feature so much in her work, is the way some schools and authorities are, largely for reasons of insurance, more protective than any parent or sensible adult would ever be.

Nevertheless, "Individuals and Social Growth" (it has previously had other titles) now entering its tenth year as a fourth-year option, taken by rather more than 50 per cent of the girls in two groups of totally mixed ability. It has not, nor could have, a fixed course team had to give up applying for GCE demand for a reading list. "Silly - it's not that kind of thing at all."

They do import material produced by the

Further Education Unit, the Skills for Employment project and organizations associated with the Government's United Vocational Project scheme. They use some books - it is a high seasonal these days for anything "life" in its title. Recent introductions have been *Lifefacts Teaching and Learning* and *Life*.

The writer of the latter, Ken Longman, worked with the Rubber and Plastics Board and tried out many of his ideas in Regents Park School. "But there's no way you can do on other people's pre-prepared packages when the whole point is that you keep your toes with the youngsters about what you are doing and are going to do..."

If the course content is not unique these days, its methodology almost certainly is. Though Margaret Raff insists modestly that others (though with all her contacts she actually name anyone) are working on the same lines.

It is based on the proposition, "evident", according to this advocate, that education depends on a contract, an agreement between the teachers and the

taught. "We all look at our objectives together - and I mean 'objectives', 'aims' are too easy - and consider whether a lesson, or a series of lessons, has achieved the desired result. If it hasn't we discuss whose fault it was."

The pupils share in the responsibility for the conduct of the classes, and the kind and amount of learning which takes place in them. When Margaret Raff is away from school (in addition to her other activities she is also a member of the NUT Executive) it is frequently the girls who brief her about what has been going on in her absence. How rare this is, only a supply teacher will know.

She would vehemently deny that the teacher abrogates her authority if she assumes the role of facilitating partner instead of that of dominating adult. Indeed, she believes that all the contacts young people have with their elders and institutions are tainted by quasi-parent/child attitudes. Grown-up bossiness drives them back into the refuge of their peer-groups and stimulates adolescent revolt.

Teachers may argue that, at 14-16, pupils are still essentially children; they can't be expected to possess an adult's capacity for self-awareness and decision-making. "This is mostly a matter of skills, which can be taught", says Margaret Raff. "Individuals and Growth" incorporates a wide range of exercises which were designed for this purpose, to assist management training in industry and commerce. Even three weeks in a job is a useful test of their validity.

The work experience element is considered important, not because a fair number of the girls are offered full-time jobs ("Gratifying but certainly not the purpose of the exercise - in any case it is both immoral and ineffective to emphasize the job-carrot these days"), nor because so many local employers are willing to take part - over 160 this year.

What really matters is the feedback into the course, like the girls' summary of their own needs quoted at the beginning of this article. It has also helped to convince businessmen that examination results are not the only method of evaluating young people's capabilities. Regents Park compiles "competency maps", profiles which show developmental levels of performance, in much modified versions of the FEU format.

All Margaret Raff's instincts are against the reinforcement of the success/failure syndrome, so the Work Experience Profile lists only positive criteria - "Can do..." (at one of four levels), "Is capable of..." and so on. A lot of employers would much prefer to stick to the good old-fashioned certainties of "Poor", "Fair" or "Good"; clearly school/workplace cooperation and communication calls for give and take on both sides.

The teaching/learning partnership principle is also applied to Margaret Raff's CSE History classes. The pupils state what they wish to study. Most of them want to learn to understand contemporary and future-oriented issues - only 23 per cent of one fifth year group believed that they would live to become grandmothers because of the chances of nuclear war. "You have to be careful in discussing such matters, teachers are very vulnerable. But we haven't had any complaints yet," she says.

Even on the straightest of academic terms, the system seems to work. At any rate, the local sixth-form college finds that entrants with the Regents Park CSE compare well with their more formally-trained peers, and are particularly welcome on advanced courses because of their inquiring minds.

This is the "education for capability" movement in action at the school level. Ever since RoSLA (remember the Newsom child?), the Great Debate and the RSA manifesto, the closed-circuit self-validating education system has been subject to penetration from outside. Dozens of individual national training boards - from Agriculture to the Water Council - are taking an active and intimate interest in what is going on in the schools.

Liaison projects, like Trident, UBI, Young Enterprise, as well as smaller-scale local groups, abound. Many were represented at the Birmingham conference and at an earlier one sponsored by the NUT, NATFE and DES at Stoke Rochford; both called for a national steering committee to coordinate such activities.

As for influencing the teachers themselves, it may be of significance that the Regents Park experiment was launched by Jack Chambers, this year's NUT President, and that he has said that he hopes his year of office will be marked by rapid and far-ranging curricular reform.

Margaret Raff



"Many of the poor are suspicious of anything that tends to praise traditional village life and manual labour."

Anything to get away

Half the children in India fail to complete their primary education. Sue Armstrong visits an experimental village school which aims to improve the life-chances of one community's young people

Mention the education system in India to anyone who has any experience of it, and you will get the same reaction: that it is appalling, and that the curriculum, being a slightly modified version of the system introduced by the British in colonial times, is unrelated to the experiences of children, or to their culture.

There are many who would like to see the whole system changed radically. But most of those active in the search for alternatives are dotted about the country, pioneering their beliefs and methods in small unrelated groups, or on their own.

Amukta is one such. She runs a tiny school on the outskirts of Madras, with funds from the British development agency, Action Aid. I met Amukta in the house in Madras in which she has recently started an educational resources centre. The centre is to be used eventually for teacher training courses, but at the moment Amukta and her team are developing new learning materials.

"The trouble is that there's hardly anything written for schools in the mother tongue - everything is in English, and written from a British point of view. We are aiming to produce teaching materials in Tamil, written from an Indian viewpoint - but it's a slow process."

After talking to Amukta, who is Montessori trained, about her aims, I was anxious to meet the people served by her school - a community of very poor fishing families living in a village on the edge of the city. I was surprised to find her reluctant to take me there. The situation was tense, she explained, and the villagers suspicious of outsiders.

She, nevertheless, gave me directions and I set off with one of my colleagues. We were soon to understand her concern. A village of run-down mud huts lying right beside a very pleasant middle-class housing area on the beachfront in Madras, Olcott Kuppani seems

not to have shared in any of the benefits of city life. People still draw their water from a village well, and light their houses with oil lamps. Living so close to other people's wealth, they are bitterly aware of their own disadvantage.

When we visited, fishing boats dotted the beach, and in the distance a catamaran or two was sailing. There were no butchers or walkers on the white sand - just some fishermen attending their nets, and a woman wandering up the beach with a basket on her head.

It was a deceptively tranquil scene, for the people on the beach were struggling to make a living. All but a few in Olcott Kuppani are fishermen, and they may earn 10 Rupees - about 70p - a day if they are lucky. But fishing is an insecure occupation, and most men have to pay rent for their boats out of the day's wages.

As we approached the village, my colleague and I were followed by a group of youths a few paces behind. Gradually curiosity got the better of them, and they began to ask questions. Who were we? Where were we from? Where were we going? At first the atmosphere was hostile, but their suspicion of us evaporated as they began to talk about themselves and their village in answer to our queries.

All had attended the government school nearby, but they had been forced to leave early to help support their families. Only four of them had managed to find permanent employment in the city, the rest had been forced to take up fishing, like their uneducated fathers before them. But a fisherman's income could not really support a family, they said bitterly. Schooling had done nothing for them.

Ragged children, with dirty tangled hair, joined the curious group, and everyone was jostling to speak. We were asked eagerly about the employment prospects in Britain, for these literate and articulate young men felt that their village - even the city of Madras - held no opportunities for them, and they would do anything to get away.

Amukta believes that the plight of these people, and others like them all over India, is largely the result of the education they received at government schools. She argues that the conventional education teaches children to despise their traditional occupations, and to lose touch with village life and values. Moreover, because it is so heavily goal oriented, it teaches them to aspire to clerical jobs and standards of living that just cannot be fulfilled in India, where there are already 14 million unemployed. Amukta also believes that the government schools manage to stifle creativity and the capacity to think for oneself.

In her school, a small whitewashed building standing on waste ground between the new housing estate and the fishermen's homes, Amukta tries to change all that. In contrast to the usual stiff formality, she and her assistant allow the children to choose what they want to do most of the time, and they move between the little groups, sitting on the floor to help and encourage them.

This is a more practical approach anyway because, as in most schools, the age range is very wide, and it allows children to learn at their own pace. In government schools the

class is expected to progress as a group, and children who cannot keep up with the rest fall - and many give up altogether. It is estimated that as many as 50 per cent of children who start school in India do not even complete their primary education.

Amukta does not encourage competition, nor the drive towards specific goals, though she is realistic about the pressure to conform: "What we teach would enable a child to sit the government exams - and we believe they should have that choice," she says. She also recognizes that many children have to help their parents to earn a living. Her school opens from two until five to allow for this, and attendance is voluntary.

Her curriculum aims at functional literacy and numeracy, it includes practical skills and crafts and puts a great deal of emphasis on indigenous culture, with singing and dancing that the children plainly enjoy.

The school also encourages the children to think about and discuss issues that are important in their lives, like water and work. Its main aim is to build in the children an awareness of their society, as well as respect for their own backgrounds, and the traditional occupations on which most of them will have to rely for a living.

These are high ideals, and Amukta has discovered that reform is a slow and painstaking process. There are the practical constraints like lack of money for equipment, and the serious lack of relevant teaching materials. It is difficult to find good teachers too. Most have been trained along traditional lines; the new attitudes and methods are alien to their experience of school and concept of teaching.

There is apathy from those in power, whom the present system has served well enough. But there are also those who actively disapprove. They argue that education of the kind Amukta offers is too abstract, and that, because it does not aim at qualifications, it does not equip children for the battle for jobs.

Strangely enough, such criticism is often echoed by those at the bottom of the social pile, whom the formal system leaves most alienated and unfulfilled. This phenomenon is largely due to the fact that educational qualifications are necessary for jobs in the modern sector. Even though there are far more qualified people than there are jobs to fill, the poor argue that they stand no chance at all without formal qualifications.

Moreover, many are suspicious of anything that tends to praise traditional village life and manual labour, because their own life experience has shown them that there is little dignity at that level of society.

People like Amukta answer that learning to think for oneself and to be creative can never leave one at a disadvantage, for surviving in India today is more a question of resourcefulness than of certificates. She and her assistant tried to avoid the problem of rejection by engaging in many months of discussion with the village elders before they opened the school.

But such attitudes go very deep. For most people, the kind of education Amukta offers will have to prove itself capable of really helping them before they will give it their full support.

السلامة

John Weightman argues that the the Daily

Mirror stylebook would make an excellent manual for sixth formers

Writing from the hip

The Mirror's Way With Words. By Keith Waterhouse. Mirror Books £3.50. 0 85939 246 5.

This is a most unexpected book. Treatises on style are usually composed by schoolmasters or dons, who believe in upholding "correctness" of speech as a barrier against the initial and inevitable barbarism of each rising generation. But here we have a moralizing work about language emerging not from the schoolroom but from the heart of the popular press, and using moreover as its banner-head a substantial quotation from George Orwell's famous essay on "Politics and the English Language". This at once prompts the question: would Orwell himself, had he still been available for consultation, have agreed that the *Daily Mirror*, the purely commercial product of a large anonymous combine, is, or could ideally be, a font of linguistic probity? It is, after all, a far cry from *Tribune*, the small, intensely intellectual and ideological paper that was Orwell's platform. But Mr Waterhouse, who has been associated with the *Mirror* for many years, is clearly full of optimistic house-spirit, and has a robust faith in his paper as the original and truest form of the "tabloid", and aims to protect it against the errors and weaknesses that may appropriately mar the pages of its inferior contemporaries, such as *The Sun*, *The Star* or the *Daily Mail*.

The volume was compiled in 1979 as a series of Do's and Don'ts for internal use by *Mirror* writers but, so he tells us, its reputation spread

beyond the office; the demand seemed to justify wider availability, and so here it is for the edification of the nation. The basic thesis is simple: the "Tabloid Revolution", initiated by the *Mirror* in 1934, consisted in replacing the stodgy prose of traditional journalism - a relic of Victorian pomposity and elitism - by a snappier, racier style of expression, better adapted to the modern world. The *Mirror's* pioneering effort succeeded beyond all hopes, so that the tabloid style, he maintains, has now invaded the whole of the press, and influenced radio and television. But it tends to develop its own vices, such as grammatical slovenliness, automatic use of clichés, superabundance of adjectives, excessive indulgence in puns, and a generally facetious or trivializing approach. Mr Waterhouse gives examples of all these, taken either from the *Mirror* itself or from the other tabloids and shows how they are to be corrected so that the apprentice can achieve the true "Daily Mirror" style. While denying the possibility of defining this style in any absolute sense, he claims to give its "ground-rules", which are all concerned with plainness, clarity, concreteness and efficiency. He has a keen feeling for the evolutionary nature of language; a newspaper has to be sensitive to what is good or bad in the new linguistic coinages, avoiding excessive purism on the one hand and modish jargon on the other.

Whether or not he is right about the *Mirror* having been the spear-head of the linguistic revolution of the mid-twentieth century, I am not so sure. It is true that pomposity lingered

on for a long time in certain areas of the so-called quality press - think of J. L. Garvin's fustian editorials in *The Observer* - but it could be that journalism itself was reflecting the changing tone in literature. By 1934, Shaw, Wells, Lawrence, Eliot, Joyce, Forster, etc. had done a great deal to clear away the cobwebs of Victorian sententiousness and Georgian propriety, so that a cultural upheaval was in progress well above the level of the popular press. The *Mirror* and *Lady Chatterley's Lover* may have been different aspects of one and the same collective phenomenon and, if so, it is difficult to tell which was the more important. But it can be readily granted that the *Mirror* was, after its fashion, an agent of frankness and directness, and one can only applaud Mr Waterhouse's determination that these linguistic virtues shall be kept clean and bright. His book would make an excellent manual for sixth-formers, since all he says about hanging participles, illogical sequences, confused pronouns, overworked expressions, and so on, is part of the bread-and-butter of style. Incidentally, some of his *Mirror* colleagues have not read him closely, because I find two typical mistakes in the first issue that comes to hand.

It is definitely not what you know but *who you know* that counts in the shadowy world of business-consultants...

I couldn't believe it when a telegram arrived from Ronald Reagan a couple of days after winning the title...

"Whom", as the accusative form, may be on the way out in present-day English, but a hanging participle is a horror for ever.

However, one major doubt remains in my mind, and it relates to tone, a matter about which Mr Waterhouse is concerned, but perhaps not as much as he should be. He says, rightly enough:

"The pitch of the *Mirror's* voice reveals what it thinks of its readers. The voice-range runs from respect (the *Mirror* at its best) ... to apparent contempt (the *Mirror* at its worst) ...

and he inveighs against "facetiousness", which trivializes events. At the same time, he quotes with approval a statement by a *Mirror* editor, Silvester Bolam, which is still, he says, "the best summary of what the *Mirror* is about":

"The *Mirror* is a sensational newspaper. We

make no apology for that. We believe in the sensational presentation of news and views, especially important news and views, as a necessary and valuable public service in these days of mass readership and democratic responsibility.

Would George Orwell not have denounced this as an attempt to whitewash the term "sensational" by giving it a pseudo-democratic function? What irks me about *Daily Mirror* is that it is written throughout in the same sappy, jerky, slightly strident tone, as if all the articles were by the same hand, and as if a perpetual, wilfully vulgar brightness were the only approach the average man or woman could tolerate, or the only linguistic mode into which reality could be transposed for the general democratic mind. Mr Waterhouse himself, even when giving good grammatical advice, sometimes falls into this style, for example:

Never use punctuation marks to lend respectability to a sentence you would not otherwise care to introduce to your mother.

When Sam Goldwyn said that clichés should be avoided like the plague, he forgot that the plague, by its very nature, is almost impossible to avoid. That is what gave the Black Death a bad name.

To my mind, both these statements are examples of bad writing, since they sacrifice psychological accuracy in the attempt to be hip. The first is a surprisingly old-fashioned cliché, since how many people nowadays judge respectability by what or whom may be introduced to their mothers? The second is wrong, because the plague can sometimes be effectively avoided; Isaac Newton did just that, and discovered the law of gravity. In any case, the Black Death has a precise, non-metaphorical meaning, connected with the discoloration of the bodies, and so the smartness is misleading and gratuitous. In short, linguistic correctness, on which Mr Waterhouse is sound, is only surface morality; the respecting of the necessary traffic-rules of language. True, democratic, linguistic morality lies deeper, in the correct handling of the treacherous complexities of semantics, and in that area Mr Waterhouse's treatise, like the *Daily Mirror* itself, leaves something to be desired.

have grown to what they are from some germ of belief somewhere in centuries long past.

So what about fairy tales? Miss Marshall excludes from this volume stories concerning "princesses and woodcutters" on the grounds that they are indeed fictions - deliberate fantasies that were courtly in origin and later descended to peasants and so to children. This ascription ties in with her basic contention very neatly, but she is unlikely to get away with it before there has been a good deal of academic jousting!

It is undeniable that the English language has metaphorical tendencies, a result of both our Anglo-Saxon and Viking inheritance. Miss Marshall rightly indicates that it is only a small step from phrase to fable, parable and folk tale, and proceeds to a striking definition of folk tales: "They are the currency of common experience, extended metaphors that reflect the image of reality." But does this not imply that cultures with a less colourful metaphorical vernacular have a less rich body of folk tales? I doubt whether this is a tenable position.

Part of the joy of Miss Marshall's highly readable introduction is the way in which she argues with first-hand experience and illustration. She is an irrepressible raconteuse and has harnessed this quality to great advantage in tracing how stories change (with reference to "Hawthorne" and "Motham's Ghost") and in demonstrating how some kinds of stories originate - by wishful thinking, by definitions of the unfamiliar, by confidential knowledge being imparted to another who promptly adds in his sixpence-worth and passes the story on. The stories are divided under the principal headings of The Supernatural, The Relics of History, Localities, Origins and Causes, Fabulous Beasts, Domestic and Simpleton Tales, and Moral Tales. Sybil Marshall defines her intention:

"to recount the tales chosen ... as they would have been told by a practised raconteur of folk origin, with extraneous detail or vivid turn of phrase added on the spur of the moment to enhance suspense or exaggerate character; in fact, to put new and attractive flesh on the age-old bones of the

Books of songs and sonnets

Shirley Toulson on the Arts Council Poetry Library

"I think if I lived in London I should often find myself in the Arts Council Poetry Library," begins Shirley Toulson's introduction to the Arts Council Library Catalogue published this week. As well as being one of our leading poets, Mr Larkin is a librarian at the University of Hull, so it was with double interest that he welcomed the publication of this catalogue, and celebrated the growth of the library from its beginning in 1953, when it was housed at the National Book League's headquarters in Albemarle Street, to its present roomy accommodation above the Arts Council shop at 9 Long Acre.

This library, which buys in over a thousand titles a year, is exclusively a collection of contemporary verse in the English language; and it is now generally regarded as one of the most comprehensive specialist libraries in any field. It is entirely given over to poetry, and although it includes translations by poets of verse originally written in languages other than English, there are no works of biography or criticism. Bibliographers are included in the reference section, and there are many anthologies. Those two categories, however, are not included in the current catalogue, which also excludes the vast numbers of poetry magazines and literary journals which are housed in the library.

Obviously the collection is strongest in the work of those poets who are living and writing in the UK. Jonathan Barker, the librarian,

has a standing order with all publishers of poetry, including the private presses, for two copies of each new collection; and he is constantly searching the second-hand bookshops for twentieth-century volumes of verse that have fallen out of print. His collection of American poetry, although not nearly as comprehensive, has earned praise from American poets and scholars. As one of the judges for the Commonwealth Poetry Prize, Mr Barker is closely involved with the literary activities of the Commonwealth Institute, and is engaged in adding volumes of new verse from Canada, Australia and New Zealand to his library. He is also most interested in the poetry (in English) which is currently being written in Africa.

His searches result in a library that offers an invaluable service to teachers who are looking for contemporary poetry of an international character, which is not included in the general run of anthologies. As for the catalogue, there should be one in every school library, and another constantly available for ready consultation by the teaching staff. It is an invaluable and unique checklist of the works of poets who have written in English between 1914 and 1980.

The library is open from Tuesday to Saturday between 10 am and 5 pm (7 pm on Fridays) and visitors are welcome to work there all day. There is no lack of reference material, for one of the great advantages

of the library is that it owns two volumes of each book, one for loan and one for reference. Books may be borrowed for up to four weeks, and there are no fines for overdue books. The whole service, which is funded by the Literature Department of the Arts Council and actively supported by its director Charles Osborne, is completely free.

A mail order service is available for people living outside London, with the borrower paying postage costs. Jonathan Barker or his assistant Jennifer Insall will also answer telephone queries (01-379 5975). They have detailed lists of forthcoming poetry readings, lectures, literature festivals and poetry workshops. They even do their best to help enquiries haunted by those elusive (and often wrongly remembered) lines. In fact, Marghanita Laski, who is currently chairman of the Arts Council Literature Panel, thinks that this particular service is important enough to merit special treatment. So the library will soon boast a board on which these lost quotations can be posted, and visitors will be able to help in the search. These must be of English verse, and if the library is to help poets should have been written after 1914, the year Mr Barker has selected as the proper start of twentieth-century poetry.

The Arts Council Poetry Library Catalogue, introduction by Philip Larkin. Carcanet Press £5.95 and £2.95.

Gnome men's land

Many children will now have seen one of David Wood's plays performed by his own Whirligig company or by some other. *The Gingerbread Man*, *The Plotters of Cabbage Patch Corner*, *Nutcracker Sweet* and now *The Ideal Gnome Expedition* all show little people, ornaments that come to life, animals with human personalities, set in the imposing, almost claustrophobic world of "the Big Ones" (as they call the humans); and these apparently gentle, whimsical tales whip audiences into a frenzy of victory over villains.

In the main auditorium of the Warwick University Arts Centre, David Wood's own direction of his latest play received its world premiere and is now on tour. Two garden gnomes, Mr Flesher and Mr Wheeler, rescue a broken clockwork duck from the dustbin - it has been thrown away against its child owner's wishes (no humans are seen who hear their voices).

The family goes away on holiday to a sunny island, the gnomes set the duck's clockwork to rights and decide to go in search of their own holiday island. But this is the city and their journey involves dangers in the form of Securidog and a tar-stamping machine.

It is very much a closed script. The children are asked to scream warnings and join in a crossing-the-road safety song, but do not really help to make decisions though they are nominally asked to do so, when the play's only important dilemma arises. The gnomes meet a hungry cat. Should they ask Securidog to share his dinner? The dog refuses but suggests a pact whereby the cat gets the food and he, the dog, gets his chain unhooked. He reneges on the agreement once freed, so now it is morally in order for them to steal his food, which they do.

Gazabo Theatre in Education, a company recently expanded with the help of Manpower Services Commission funding, serves the North-West of Birmingham and the Black Country with a varied range of work. Currently they are doing two things

for the age range David Wood caters for, as well as work for secondary schools.

At the open-air Black Country Museum at Dudley the company is adding human drama to the buildings assembled there, a drama of moral dilemmas in the real world. One actor plays a chainsmith, another the chapel minister, and so on. The group of children that team up with the miner have to decide whether or not to strike.

At The Radleys School at Rushall, near Walsall, I saw children's experience opened up in a quite different way. When 30 infants came into the hall they saw a big white bag, out of which danced four other bags, coloured purples and blues. Then out came four people who did inventive things with a huge pink sheet. But for most of the hour the company spent there it was the children themselves who moved and danced and made waves with the sheet, hid under it, found new ways of making magic with it.

D. J. Hart

Innocents in a guilty world

Blood on the Dole. By Jim Morris. Playhouse Upstairs, Liverpool. Until October 10.

Liverpool has just acquired a writers' theatre. More correctly, Liverpool Playhouse, for long a staid companion to the Everyman Theatre, has who have their roots deep in Merseyside. Bill Morrison, Chris Bond, Alan Bleasdale and Willy Russell have taken the local rep as a platform for new writing.

The four writers themselves have in common a popular style, realistic, socially orientated, direct and warm-hearted, a contrast to the aggressive, pessimistic and speculative tone that has been frequent in much new writing elsewhere in the British theatre.

Their first offering is Jim Morris' *Blood on the Dole*. Following the adventures of two inexperienced and hopeful school-leavers in a city where one in five is unemployed, the author has extracted generous mounds of comedy in a celebration of human resilience and invincibility. The characters are not probed deeply, nor is their viewpoint; yet though it leaves a slightly cosy after-taste, the play is lifelike and full of energy, and does not exploit its characters for fashionably romantic violence.

Any grim association of the title is belied by the action. Indeed, were it not for the job centre boards that line the auditorium, it would often be possible to forget the dole as the central characters follow their girls, learn the jargon of the pot-smoking

scene, or (in an hilarious scene played at high speed) come to terms with the complexities of the post office sorting system.

It is only when the mood finally grows darker, with one of the friends escaping poverty in the army and dying in Ulster, that the play falters, becoming perfunctory and title.

Pip Broughton's production was every available space without becoming cramped, and transforms the main acting area effortlessly into a fair, playground or disco. John Wild and Andrew Schofield as the innocents in a guilty world perform their physically demanding parts with great accomplishment.

Timothy Ramsden

"Blood on the Dole" is due to transfer to the Theatre, London.

Rib-tickling delights

On the Razzle. Adapted by Tom Stoppard. National (Lyttelton) Theatre. Mephisto. By Ariane Mnouchkine. The Oxford Playhouse Company at The Round House. Roll on Four O'clock. By Colin Welland. Lyric Theatre, Hammersmith.

On the Razzle, Tom Stoppard's dazzling adaptation of Johann Nestroy's "Einen Jux will er sich machen", is a winner: a sight for sore eyes, a rib-tickling extravaganza, a specific against depression. There have been other re-workings of Nestroy's nineteenth-century Viennese farce - Thornton Wilder's *The Merchant of Jokers* turned into *The Matchmaker* - indeed Nestroy developed his play from an English one-act by John Galsworthy, but Stoppard's "map and compass" adaptation cuts through Nestroy's dialect-games, contemporary allusions and comic songs, to present the heart of his play faithful to Nestroy's purpose: "to please, entertain ... get people laughing".

On the Razzle does all that triumphantly. It traces the "one night out of a lifetime" of two grocer's assistants and the complications which ensue. Felicity Kendal, en travestie, is a miracle of scrubby adolescence at Christopher, the bolder of the two. Dinsdale Landen manages the grocer's verbal muddles brilliantly. Joan Hickson is archly romantic as his sister; Michael Kitchen creates havoc as his valet; Harold Innocent is hilarious as his buttock-obsessed concubine whose occupation keeps him on-the-boil; and Marianne Morley (the Lisette) descends into debauchery at his hands as exquisitely graduated.

Surprises galore, delightful twists of fortune, lead to a finale where all the ends are beautifully tied, knotted and bowed. It is a scenic triumph (Carl Toms), a laugh-a-minute production (Peter Wood) to make one proud of the NT.

Mephisto, by the celebrated Parisian directrice Ariane Mnouchkine, offers further theatrical delights. Based on Klaus Mann's autobiog-

raphical novel *Mephisto* it presents the rise of National Socialism in Germany 1923-1933 as it affected Thomas Mann's children and their friends. We go backstage in Hamburg/Berlin, drop in on Erika Mann's communist cabaret, see the Mann family at home re-enacting *The Cherry Orchard*, wonder at the ineffectual idealism of the left, chill at the unimpeded march of the jack-booted evil to Germany's "Götterdämmerung".

Like the NT's production *Mephisto* employs a huge cast of gifted actors. Ian McDiarmid makes a wonderfully superficial opportunist of turncoat actor Höfgen; Clive Wood doubles amazingly as Klaus Mann and Hitler (a riveting yet funny cabaret sketch); Alyson Spiro plumbs the depths of Erika's dilemma, discarded by her lesbian lover; Raymond Francis glows with humanity in Thomas Mann's single scene; Ursula Jones is a brilliant Jewish cabaret artist; the music (Terry Mortimer) and musicians are excellent.

Nadine Baylis' designs, on Michael Knight's raked stage, hit off the decade exactly. Gordon McDougall's direction encompasses political bareness, Chekhov, Goethe and Mnouchkine perfectly. It is a remarkably intelligent and moving piece of theatre which deserves far more attention than the half-filled house would suggest. It would be a shame to miss it.

Roll on Four O'clock, Colin Welland's account of Rathbone Road County Secondary (Boys) School, Lancashire, Christmas 1968, is what the public expects of teachers and pupils in state schools. Cliché ridden, directed (Welland) with stagey realism and ritualistic set-pieces, it raises easy laughs and uneasy sentiments about "pooft" and progressive versus anti-progressive teachers; all to no purpose.

"On the Razzle", By Tom Stoppard, adapted from Johann Nestroy is published by Faber at £2.50. 0 571 11835 6.

Shell-London Symphony Orchestra Music Scholarship

The sixth annual award for young musicians

Shell U.K. Limited and The London Symphony Orchestra announce the Sixth National Competition for Young Instrumentalists in the United Kingdom

The instruments to be judged in 1982 are Violin, Viola, Cello and Double Bass.

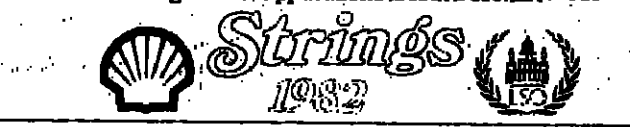
Auditions and Workshops will be held on consecutive days during February, March and April in London, Manchester, Birmingham, Cardiff and Glasgow.

The first prize of £5000 is to provide for the musical development of the winner. Additional prizes will be awarded at the National Final to be held in the new Barbican Concert Hall, London on Sunday 13th June 1982.

Applications are invited from young players aged between 15 and 21 in all parts of the United Kingdom. Application forms together with full details may be obtained from:-

The Administrator, Shell-London Symphony Orchestra Music Scholarship, The London Symphony Orchestra Regent Arcade House, 19-25 Argyll Street, London W1V 2LN.

The closing date for applications is 18th December 1981



Writers' Fellowships

1982/83

The Arts Council hopes to offer a limited number of grants to educational institutions in England for the establishment of Writers' Fellowships tenable for a period of two years beginning in the academic year 1982/83.

Interested institutions are invited to contact the Deputy Literature Director for further details. Arts Council of Great Britain, 8 Long Acre, London WC2E 9LH. Tel: 01-379 6697.

Closing date for completed applications: 31 January 1982.

Deadly weapons

Paul Griffiths

Last Sunday at the Guildhall School in London the Society for the Promotion of New Music mustered its forces for what in header days might have been described as a "performance": a day-long medley of concerts, recitals, exhibitions and discussions, exposing a large crowd of wandering, earnest and amiable people to those who were proud to be Alive and Composing.

It ought to have been a challenging and celebratory sort of occasion. For anything up to nine hours one was free to sample events going on in two or three different places at the same time, and if all this got too much, there was a display of "sound sculptures" by Hugh Davies and a little market for scores and records. But the British are not good at informal jamborees, and I found the experience terribly depressing.

The very title of the enterprise ought, I suppose, to have been a warning implying a kind of "Glad to be Gay" defensiveness. And one might well feel that defensiveness was in order given the list of composers proudly emblazoned on the back of the SPNM leaflet: "William Alwyn, Greg Armstrong, Paul Barker, Alan Belk . . . of course the listings here were based on alphabetical order rather than merit, and the catalogue did go on to include such names as Cage, Carter, Kugel, Stockhausen and Xenakis,

but still the impression conveyed was that we live in a time of such creative poverty that the meagrest achievements have to be combatively promoted because they are all we have.

It would be easier to see this as a joke if it did not coincide with a feeling that is widespread and insidious. The history of culture in this century is one of progressive withdrawal from the present, so that now we would rather hear a 50 year old recording of a 200 year old work than a live performance of music written yesterday, rather see an old film than a new play. And the absurd thing is that concert-giving organisations like the SPNM though genuinely and actively devoted to furthering the cause of contemporary music, nevertheless collude in this vast act of corporate nostalgia by being so apologetic. They also, through some misguided sense of democracy, take pains to present a good deal of rubble along with the fine ore of the excellent.

There is simply no point in trying to apply comprehensive principles to the world of the imagination. Nobody except musicologists would dream of spending as much time with Hummel as with Beethoven and similarly nobody except a composition teacher need feel duty bound to suffer the fourth rate along with the outstanding musical minds of our time. For,

contrary to the view implicit in this SPNM event we live in an age of great compositional vigour, as might have been seen if the programmes had been more densely populated with the works of Boulez, Birtwistle, Davies, Nono, Babbitt, Bussotti etc. I suppose though, that it could be argued, since the great majority of composers and performers represented were British that at least this dismal festival provided a reflection of the state of new music in this country, and the awful truth is that it almost did.

There really is a huge amount of mediocre music around, strongly represented here by work making and amateurish use of live electronics and others still tinkering with that deadly weapon the mixed Chamber Ensemble. It doesn't take nine hours of this to convince one that the muses truly have gone on strike.

But the great bulk of compositionally active always was mediocre of course: the SPNM cannot be blamed for that, only for perversely ignoring what most deserves celebration. And by the same token the symposium held half way through the day, on the subject of "How to Survive as a Composer" was addressing itself to a false issue. Composers will survive as they always have done: the lucky few through their music, the rest through patronage, performing, teaching, writing commercial music, making good marriages or peeling potatoes. The real problem is how to survive as a listener when, as happened on Sunday, even those most active in support of new music have so little faith in its quality.

Honest joker trumped

Othello. Directed by Jonathan Miller BBC2

Every modern director of *Othello* must face the conundrum at the heart of the play: what made Iago do it? Coleridge's "motivated malignity" is unsatisfying to an audience used to naturalism and post-Freudian analysis. But Auden's idea that he was a malevolent practical joker has distinct possibilities.

Bob Hoskins' Iago - by far the most memorable performance in this production - is a manic, giggling director of his own scenario, leaping for joy when his "cast" of jealous husband, wronged wife, lustful lieutenant and dandified clown play smoothly into his hands, only becoming hideously involved himself when driven to kill his own wife and ultimately giggling uncontrollably as he is carried off to punishment. Here is an Iago not only enjoying the manipulation of others like a joker but with a credible chip on his shoulder. He is of a lower class than his apparent peers, peeved that he has been passed over for the easy-mannered Cassio who speaks the same language as his betters; a short man, unattractive, with an intelligence unappreciated because he is not one of the chaps. Now "honest", the family iron tag for Iago, also means the more patronizing "stout fellow"; a hunter-shootin' man's description of his jolly reliable gamekeeper.

Anthony Hopkins' Othello, played with scarcely an Englishman's day tan (one way of ducking vexed question of possible racial suit for a modern audience) ironically, more in common with Iago than he knows: they both are outsiders, unsure of their place, especially in their dealings with women. Both assume success with their wives all too easily. Hopkins is coolly dignified first, underplaying his hand, a headmasterly in "Put up your swords" but reduced to a child's animal by the time he overhears Iago apparently damning Desdemona. For the rest, Penelope Wilton as Iago's mistress as Desdemona's home Counties lady reminds Joyce Grenfell. The death of Desdemona (Leach) was, however, moving, the culmination of an uncluttered, honest performance. If Shakespeare has set out to be a television play, *Othello* might have been the result. It has a simple plot with political, but mainly stage, background, a small cast, an emphasis on confrontation between individuals and it is set in most part indoors. Jonathan Miller has made the most of the time; they recall beautifully lit Renaissance paintings full of the warmth of oil and candle when all is well, but the newly weds, a light which comes the fire of Hell reflect Iago's glittering eyes or cold Dutch formality when the fit begins.

Heather

Blessedly informal, and well-prepared

Kent County Council has no doubt about the educational value of opera. Two years ago Sir John Grurgeon, leader of the Tory-controlled Council, persuaded Glyndebourne to lay on a special schools festival. The performances were given by the Glyndebourne Touring Company as previews before its autumn tour, and hundreds of children wrote afterwards to thank Kent for an unforgettable musical experience. This year the festival has been given again, with some 4,000 pupils from about 150 schools busying in to the Sussex opera house to see Verdi's *Falstaff*, Mozart's *Figaro*, and Britten's *Midsummer Night's Dream*.

Where in high summer wealth and privilege (or so the story goes) had stalked the lawns, now in late September sunshine excited children made themselves no less proprietorially at home. They explored all the ponds and had far too much to talk about to be interested in what anyone was wearing. The only DJ in sight was Ian Wallace, who compared the proceedings in fine style. The one thing nobody was doing was studying the programme, for every one had done their homework well in advance. Kent had gone to great trouble to provide a video-film,

teaching kits and lecturers like the soprano April Cantelo, the conductor Christopher Hogwood, the broadcaster Robert Prizeman, and critics Ronald Crichton and Christopher Grier to help strip away the mystique and share their knowledge and enthusiasm.

It was a rare pleasure to join this blessedly informal and well-prepared young audience for *Midsummer Night's Dream*, conducted by Jane Glover on the festival's opening day (September 28). For the obligatory picnic one could get sandwiches for 30p, tea or orange for 15p, and bargains indeed remembering the summer prices for such consoles. No need to offer champagne at the bars when its sparkle was everywhere evident in the audience.

Peter Hall's sophisticated production presented no difficulties. Everyone loved the fact that the "wood near Athens" wasn't represented by leaves painted on canvas or stuck on gauze, but by actors sprouting camouflage brushwood, a living shrubbery which simply rearranged itself whenever the scene changed to "another part of the wood". The second act ended quite magically, with the lovers laid to sleep wrapped

in rolling ground-mist, just as Herminia describes - all "bedabbled with the dew". At the very end, the fiery kingdom steals into the Duke's palace through the lilted cements there, surreptitiously, to bless the mortals and weave the final spell of reconciliation.

Not unexpectedly the mechanicals inspired considerable enthusiasm on certain-calls (though to my taste only Roger Bryson's Quince and Adrian Thompson's Flute were equal to the occasion). Dexter Fletcher's red-haired punk-Puck was rightly popular and called forth a volley of ear-splitting cat-calls. "The lovers and Tytania, as yet somewhat under-characterized, won a more muted response, but the spellbinding tonal quality of Robin Martin-Oliver's Oberon was plainly felt by all. The uninhibited vigour with which Cobweb, Mustardseed and Co sang couldn't have been bettered. We have mercifully moved a long way from the choir-boy fluting which used to be heard in these roles.

Nothing is for nothing, all the children paid £10-£12 for their £18 seats, the balance being up from a trust fund established by local sponsors. It cannot really be said that the Kent Schools Festival is creating the

audience of tomorrow - for there will surely always be - but doing invaluable work in helping enlarge and educate it. Other authorities please copy Opera companies all over the country will surely welcome the creation of similar schemes where they do not already exist.

Anyone hating up Shakespeare's *Othello* for a should not neglect Verdi's *Othello* at the London Coliseum, with Craig Craig, Rosalind Plowright, full voice as Desdemona, and M. Filder conducting in a Verdiian manner. Jonathan Miller's picture-drama with drama who saw his *Othello* on BBC 2 should try hard to get the Coliseum to compare his production of the opera. There they see how his almost unbearably intimate perspective on the play television expands, quite effectively, to encompass the broader strokes of Verdi's no less powerful version in the live theatre. A lynch-pin of these two unexplored productions.

Patrick Caw

A new spirit abroad

Breaking the Mould? The Birth and Prospects of the Social Democratic Party. By Ian Bradley. Martin Robertson £9.95. 0 85520 468 0. £2.95. 469 9.

Twentieth century Britain is littered with the remains of failed new parties. Frequently such parties have advanced no further than the drawing-board, based as they were solely upon the aspirations of politicians rejected by their parties. They were, in Sir William Harcourt's words, "all centre and no circumference". But, even when the move has been made from wish-fulfilment to substance, new parties have either been routed at the polls - as with Mosley's New Party in 1931 or Sir Richard Acland's Common Wealth Party in 1945 - or they have merged with other parties, the fate of the Liberal Unionists at the beginning of the century and the National Liberals in the thirties. Not since the birth of the Labour Party in 1900 has a new party been able seriously to challenge the hegemony exercised by the established parties.

Will the Social Democrats be any different? Ian Bradley recognizes that the success of a new party depends upon more than a favourable launching and massive media exposure. If it is to prosper, it must offer a genuine response to wider movements in society, and it must be in tune with the spirit of the age. The moral strength of nineteenth-century Liberalism was in part a response to the growing pressures of Nonconformity and the development of the

provincial press. The Labour Party relied upon a strong collective interest - the organized working class - denied effective representation by the older parties. What interest the Social Democrats to rely upon - or, can a modern political party do without the support of specific socio-economic interests as political demands come increasingly to be detached from socio-economic factors?

Ian Bradley cites a number of factors likely to be favourable to the SDP: "the transition from an industrial to a service economy; the breakdown of traditional class loyalties; the rising protest against corporatism, centralization and bureaucracy; the growing national mood of self-doubt and demoralization". But the nearest Bradley gets to finding a socio-economic base for the new party is when he speculates that Daniel Bell's "intellectual technologists" may provide it, although it is difficult to believe that McLennan and the philosophy of Ivan Illich can deliver many votes in Britain today.

Bradley is on firmer ground, perhaps, when he detects a new intellectual spirit abroad, against grand solutions and centralized government and favouring the rejuvenation of community and a politics of relativism, promising, in Leszek Kolakowski's words, not a "final victory over evil", but an "obstacle will to erode by inches the conditions which produce avoidable suffering, oppression, hunger, wars, racial and national hatred, insatiable greed and vindictive envy". The general mood of disenchantment with the adversarial politics of the two main parties pro-

vides a negative but powerful incentive for the SDP; and Mrs Thatcher and Tony Benn are likely to prove more successful recruiting agents for the new party than policy statements or philosophical expositions of social democracy.

Ian Bradley's book is concerned not only with the question of whether the SDP can "break the mould" of British politics. It also offers an account of how the new party came about, and of what sort of party it is. Bradley notices perceptively how much it owes to continental models - not only to the social democratic parties of the continent such as the West German Social Democrats, but also to the idea of the "pivot party" - the West German Free Democrats, whose function it is to prevent extremism from right or left. Indeed, the differences between those such as Shirley Williams who see the SDP as a Gaiuskillie Labour Party, and those who follow Roy Jenkins in seeing it as a centre party, could prove a source of serious conflict in the future, although they will probably be resolved pragmatically in the short run.

Breaking the Mould? is an "instant" book, written while its author was given one month's leave from his post as a journalist with *The Times*. Yet it is more accurate and thoughtful than most such productions, and can be relied upon for those seeking a sympathetic but not uncritical account of a party whose prospects are still highly uncertain.

Vernon Bogdanor

books

How manipulable are they?

Brian Emmett reviews some new studies of television's effects on children

Television Advertising and Children: Issues, Research and Findings. Edited by June F. Esserman. Child Research Service, 18 East Street, New York 10017.

Children and the Faces of Television: Teaching, Violence, Selling. Edited by Edward L. Palmer and Almee Dorr. Academic Press £13.80. 12 54480 X.

Both these additions to the already daunting mass of writings on the impact of television on children are collections of papers by different authors, some authors - and one paper - appearing in both volumes. Their editors recognize the virtual impossibility of anyone, even the specialist, being able to read and digest everything that has been written on this topic, and aim to ameliorate the situation by judicious selection and comment. Many such readers have appeared in the past, and very valuable they have proved to be.

Unfortunately, most - like these two - are addressed primarily to the mass communication research fraternity rather than to the general reader. Moreover, these are both decidedly American in orientation, and both suffer, from the British reader's point of view, from the continuing gulf between American and British usage of the English language. Lest these remarks should seem to betray an unworthy chauvinism and an unmerited criticism of social researchers, an example may serve to indicate the style of many of the contributions. " . . . any model of information processing is necessarily circumscribed by the task being modelled. In particular, problem-solving tasks. While many of the same mental activities are involved in both situations, the task posed for the child information processor is probably much different. The meaning is usually plain enough, particularly in context, but some may find that the infelicities jar and irritate."

So similarities there are between the character and subject matter of these books, but there are important differences too. The volume edited by Esserman is a straightforward collection of articles, at least some of which have previously appeared in journals devoted to social and consumer research. (The specialist will be vexed that the original sources, if any, are not indicated or credited). They are mainly reports on empirical research studies concerned with the effects of television advertising on children, linked by review articles and preceded by an introduction that has something of the character of an overview. One or two, such as Dr Klapper's "Children's Perceptions of the Reality of Television Fiction" and Hoffman's "Identification and Imitation in Children" do not deal directly with advertising as such but are relevant to the study of children and television generally. The appeal of the individual contributions will inevitably depend on the interests of the reader, but most who are concerned enough to delve into works of this sort should find at least some of them valuable and stimulating. The editor's argument that recent research challenges the popular but simple-minded view that children are directly influenced by television advertising seems fully borne out.

The somewhat misleadingly-titled "Children and the Faces of Television" has nothing to do with the faces one sees on the television screen. This collection consists of pieces specially commissioned to make up a pre-arranged design for the study of each of three topics - television as teacher, as instigator of violent behaviour, and as salesman. These are the "faces" in the title. Why these three? Because, according to the preface, "In contrast to some other faces we might have chosen these three have active research and public policy bases. They have a history, a present and a future, and we can say something about what they mean in children's lives". Though true, some may regret that topics such as "values" and "the creative use of leisure" do not make an appearance, especially since many broadcasters will regard these as the most important of all. The book is made up of seven chapters about each "face", viz. the history of

the issue, the current emphases, the relevant programme content (American, of course), what is known of the effects, the way different kinds of children are affected, the pressures for change in programming, and a speculation about the future. There is a certain artificiality in this design and it cannot be taken as self-evident that approaching all three topics in precisely the same way has positive value in facilitating comparisons between the faces. (The editors "hope" that this is so). The regimentation may have helped to avoid the gaps in coverage that could have arisen had there been no overall plan, but places great dependence on the ability of the contributors to write to order. To this reader, the strain sometimes shows.

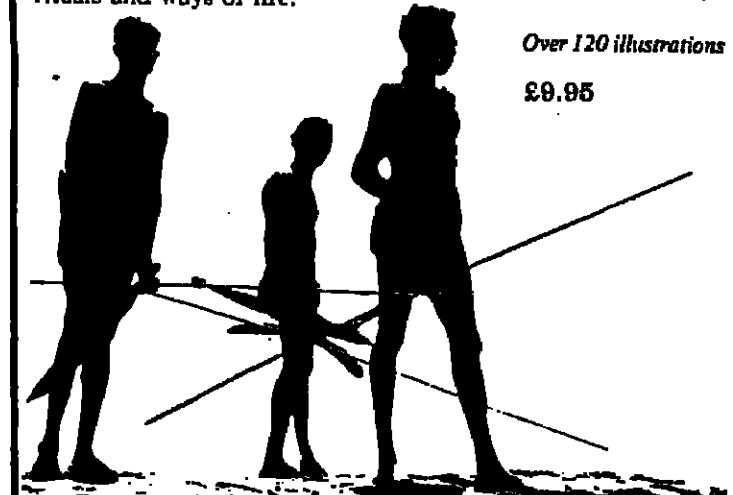
The authors are mostly well-respected academic authorities, many of whom have been directly engaged in research into television's influence on children. Sadly, none is a programme maker, apart from one of the editors who took a major role in the making of the famous television series *Sesame Street* and *The Electric Company*. In some areas, this leaves the fierce critics of the commercial American networks, such as Siegel, unchallenged. The review chapters tend to cover well-worn ground but the studies of pressure groups and the conjectures about what is round the corner offer new and intriguing material.

The absence of any international perspective reduces the value of the collection for the non-American reader, and British readers in particular should beware that "instructional television". Nevertheless, it has several things to recommend it to the concerned observer of the current social scene, a few good, commonsense articles, for instance, on off-putting technicalities or masses of statistical tables, and a well-organized approach to the topics. For specialists in the sociology of mass communication, it will, of course, be required reading.

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Lingo

English, it has served me well," followed by the exhortation "Master these words and they will serve you well." But what would make someone listed in the book into their memory? And is that a safe way to enlarge one's vocabulary? Words, like horses, can become tricky if you concentrate on mastery at the expense of empathy.

Let's take one of the words included that I didn't have ready available at the tip of my tongue:

to mulct or not to mulct

Etymology: mulct. The definition given is "to punish by a fine, deprive of heavy fines" and "to mulct them with New Law". I am more likely to have an opportunity to use mulct in conversation than in my work, given that I seldom write about it. I might consider using the word in a phrase like "my embroileders were being discussed."

sed; but we don't talk about embezzlers much - it's far more likely to be misbehaving teenagers, and then my opinion would probably not be that we should "mulct them with heavy fines" but rather that they should not be "mulcted" etc. Mulcted. It looks odd, sounds odder. I don't feel very confident about it. I think I'll wait until I hear someone else use it.

However, I realize I write from a position of privilege. Nothing to do with my formal education, but because on leaving school I took a secretarial course and the people I subsequently worked for provided my vocabulary with a massive ten-year injection. My bosses included, chronologically, Anthony Lejeune, Sir Hugh Casson, Sir Robin Darwin and Professor Lawrence Gowing. When the first took me on I didn't know the difference between "subtle" and "objective", but by the time I left the last I had written a novel. And I realize I have overlooked my first boss, an accounts executive called Kenneth Wright who, on reading through a

letter I had typed, said: "Master these words and they will serve you well," followed by the exhortation "Master these words and they will serve you well." But what would make someone listed in the book into their memory? And is that a safe way to enlarge one's vocabulary? Words, like horses, can become tricky if you concentrate on mastery at the expense of empathy.

The best word I learned via television was when Robin Darwin was a stout, irascible man who was said that "allowances would be made for increased awkwardness in shorthand." When I looked later I was delighted to discover meaning, and to this day I prize the word "allowances" as a useful verb with trust. Mulct, plurals, is another matter.

"Words! A Vocabulary Builder" by Alan Laird and Jimmy Callaghan published by Dixon & Co., Leadenhall Street, London EC3.

Paddy Kil

books

Surviving branch of a once luxurious bush

John Messenger on the evolution of man

Lucy, The Beginning of Humankind. By Donald Johanson and M. Edey. Granada £9.95. 246 11362 6.

The Making of Mankind. By R. E. Leakey. Michael Joseph £9.95. 0 7181 191312.

Missing Links: the hunt for earliest man. By John Reader. Collins £9.95. 00 216091 9.

The near-simultaneous publication of three books on the evolution of man should not be viewed cynically as some new kind of publishers' sales boosting strategy. Rather it does reflect the fact that modern man (or, strictly, leashed middle-class Western man) continues to be fascinated by his origins and understandably wants to know more about them. The story of hominid evolution is additionally attractive because, despite exciting recent finds, the fossil record is incomplete; because authorities continue to disagree about the classification and status of the various fragments they have unearthed; and because, in Pitdout Man, we have one of the most spectacular frauds in the history of science. The ordinary man might well be forgiven, 120 years after Darwin, for thinking that the experts have got it all wrong again.

Fair city

The idea that Dublin originated by the Black Pool or Linn Dubh is hard to reconcile with the cosmopolitan city of today. Contemporary Dublin is, moreover, a city of striking contrasts: buildings which have survived the Troubles intact and those which have emerged in decidedly dilapidated condition; children begging for money and drawing on the pavements; only a few hundred yards from the opulence of Brown Thomas, the city's Harrods; spots like the GPO, scenes of the 1916 uprising, where raw political emotions are on the surface, and the timeless peace of Trinity College.

In his book Dublin (Granada, £2.25, 0 586 05236 4) Peter Somerville-Large recounts the history which has produced the enormous variety to be found there today, beginning with the coming of the Vikings in AD 837, and ending in the "post-1916" era. He writes with great enthusiasm for the city, creating a well-rounded picture of the people and their way of life in each successive period he examines, as well as of the main events. With considerable relish he tells tales from the bloodthirsty Norse sagas, among them "the dismembering of Brodar, who may or may not have been legless, as his intestine was tied to a tree and he was led around it."

As Dublin acquires importance and status in Ireland, the author describes its architectural development, and supplements his very readable historical narrative with engravings of the city and portraits of illustrious Dubliners.

Caroline Mendham

Let's be quite clear: the fact that there are gaps in the fossil record does not mean that evolution is bunk; nor does it mean that the evolution of man proceeded in a different way from that of other organisms. Only recently an important review article in *Nature* has emphasized that there is no sound reason for rejecting the belief that man has evolved gradually, as have other species, and that gaps in the record are probably "artifacts of the processes of fossilization and discovery". One feature of evolution that is easy to overlook is that it is not a linear process. Stephen Jay Gould has expressed this very clearly with regard to man (though it applies equally well to other organisms): "Homo sapiens is not the fore-ordained product of a ladder that was reaching forward toward our exalted state from the start. We are merely the surviving branch of a once luxurious bush." So that of course it will be difficult to reconstruct the whole bush from a few remnants of some of its scattered branches. And there is bound to be discussion about where in the bush any new remnant fits in.

This being so, it is a pity that the discoverer of one of the most remarkable hominid fossils ever found should have chosen to sensationalize his findings and their significance, as

Dr Johanson has done in the book that he co-authored with Edey: *Lucy*. Lucy herself, the only hominid to emerge with credit from this venture incidentally, is a well preserved fossil skeleton, about three and a half million years old, of a female hominid who was less than four feet tall, had a small cranium but an upright gait. By palaeontological standards the skeleton was "extraordinarily complete and it is widely accepted as a major discovery. For example, the evidence from Lucy that bipedalism antedates the acquisition of a large brain forces us to reconsider the evolutionary pressures that have brought about this most profound morphological change."

Not so widely accepted, however, are all Johanson's claims for Lucy. First her taxonomic status: he named her *Australopithecus afarensis* but the validity of both the generic and specific names has been questioned. Secondly her evolutionary position: Johanson sees this as ancestral to the later australopithecines and to all Homo species but Leakey would maintain that the *Homo* line co-existed and developed in parallel with Lucy's line. This would not matter very much if the authors had not presented their account as an "us-against-them" affair. But modesty is not Johanson's strong suit and this book, written in

a transatlantic style that only readers of *Time* magazine could stomach, is dedicated to showing that he is right and everyone else wrong. It is, in fact, a brash and contentious piece of writing that shows science in the worst possible light as a kind of prize fight: it is full of personal rivalries and petty jibes. The layout is unattractive and, because it is so limited in scope, its appeal is likely to be very ephemeral.

Leakey's book, as its title suggests, is a very different affair. To begin with, its scope is much wider; his own research area and that of his colleagues and rivals (to whom he is commendably generous) occupies only two chapters. These follow an introduction to evolution and palaeontology and are succeeded by a series of chapters on social life, hunting and food gathering, the emergence of language and culture and the rise of agriculture. The transition, "in the last chapters, to the modern world, with its dread of the bomb and the great North-South problem is less happy but at least Leakey offers a balanced discussion of the part that culture (rather than "innate aggression") contributes to man-like behaviour. Inevitably the treatment is superficial but it is generally quite sensible and very informative on a surprising range of topics. Curiously, there is no hi-

ography but the illustrations are good and very numerous: with 230 pictures between 250 pages it is a Messenger Coffee Table Rating of 0.96, in fact.

One's first impression of *Missing Links* is that it, too, was designed for the coffee table. Not only are there a lot of pictures but many of them add very little to the text. Some are pretentious montages that might have come straight out of a colour supplement. The text is different, however, for not only does it present a restrained and accurate account of the history of palaeontology but it also examines and how science progresses. For instance, it seems hardly surprising that there has been so much speculation about the course of human evolution. Reader's achievement is that, shows how theories and preconceptions have influenced the scientific interpretations of the evidence available to them and hence also influenced the course of our understanding about man's origins. So that anyone interested in the history of science will find this a very interesting book and will want to acquire it for his library. Despite lapses in style, in my view, the only one of the books likely to prove a good read again in five years' time.

Why Johnny hits Jane

Behaviour Can Change. By E. V. S. Westmacott and R. J. Cameron. Macmillan Education £4.95. 0 333 29608 7.

This is a book about behaviour modification. That is to say it starts from the assumption that by the proper application of correct and systematic techniques, any person can be caused to act differently. Central to this approach is the notion that to search for the *innate* causes of a person's behaviour is usually a waste of time.

"It is a common belief that if a person is given 'insight' or in other words told why he does something he will be able to change his own behaviour. (There is) little evidence, other than anecdotal, to suggest that this statement is true."

Thus, instead of saying for example, that Johnny has an aggressive nature, and then indulging in speculations and analysis as to the reasons for this, it is much more effective to specify exactly what Johnny does, that he hits the little girl who sits next to him, for instance.

By then controlling the overt circumstances surrounding his actions, we can influence his actions so that he stops hitting. At no time during his process is it necessary to try and unlock the mysteries of his mind.

None of this is new, of course, and would not be claimed as such by the authors. What is new is this book's presentation of behavioural ideas and methods in a form which is easily accessible to teachers and others who work directly with children from day to day. There is much practical advice about the identification of behaviours and the use of such devices as contracts and activity charts in helping to control them.

Without doubt, the book's message is true and the advice within it both practical and excellent. It offers a genuine way out of the vicious circle of classroom aggression, threat and punishment which bedevils so much of school life at every level.

At this point, the teacher wearily lifts his head and raises a valid philosophical and educational query.

"Come off it, Sunshine," he says. "Well, there is one. I lie, I hasten to say, not in the book but in the way that schools and classrooms work. Teachers are, on the whole, simply not behaviourists. For most of them, it is not enough that Johnny stop hitting Jane. There is the need

to go further and be assured that improvement results from a conscious moral decision. For many of us, what education is.

I suggest, though, that this particular attitude is seriously undermined by the fact that teachers do use behavioural techniques, often of a rummuckish kind, all the time. "I shall thrash any boy who 'Well done, Sam. I didn't like you had it in you."

Such utterances are common, made not only as genuine expressions of concern but as cold-blooded reinforcements. Teachers also, unwittingly, often use behaviour to defeat their own purposes. When they give attention to a disruptive child in a way which reinforces his misbehaviour. This very point is made by these authors.

So, although making a better world by the imparting of higher motives to its young citizens is what we are really here for, we also use both regularly and often a strategy which will help to give managers shape to the environment within which we operate. Behaviour modification is such a strategy, and the book is a skilful and very readable explanation of how it can be used.

Gerald Hild

Dashing through literature

Trade! Merchants: the portrayal of the capitalist in literature. By John McVeagh. Routledge and Kegan Paul. £11.95. 0 7100 0729 9

"It is something new in literary studies," says John McVeagh, "for an individual to propose to tell in one book the story of man's life as it is reflected in the corpus of English literature. I am sure that in fact, where he is perfectly correct in assuming that his work is therefore necessarily of value, and in thinking that tackling the whole of English literature is intrinsically better than concentrating on just a little piece of it. Because he has a big subject."

McVeagh has, in fact, taken on so much material that it is impossible to treat any of it properly. As he makes

his 200-page dash through six centuries of English Lit he has time only to tick or cross each author (according to how well he treats the rise of capitalism in his work) before dashing on to tick or cross the next. While the evident preponderance of crosses over ticks raises further doubts about the validity of the enterprise (only Defoe ever saw eye to eye with McVeagh about his duty to economic history) each discussion is so cursory and glib that the overall effect is of reading an opinionated and inauthentic bibliography, from own irritation threshold.

If only he would pause for breath to consider some larger questions all this listing might have added up to something. He could have asked, for example, whether writers should be expected to reflect imperceptible economic trends that affect them so remotely. How much are they influenced, when writing about the rich, by established literary stereotypes?

Lynne Truss

Children's literature

Good ear, good heart

Audrey Laski on paperbacks

I have often felt that plain Puffins covered a confusingly wide age range, so I am delighted to see the Puffin Plus imprint, which embraces demanding texts which require a certain maturity in readers, but less so than Peacocks. They have made a beginning at once distinguished and, for me, disappointing. Peter Dickinson's *Tulku* (£1.50) has won two prizes, but, unlike all his other novels, it failed to grip me; the leisurely narration suits the nineteenth-century subject - a missionary's son caught up in an increasingly mystical journey to Tibet - but was not compelling. Jan Mark's *The Ennead* (£1.35) caught me much more strongly; it is pleasant to see her gift for sharp humour and underlying seriousness applied to a powerful science fiction theme, though the moral logic of the argument seems a little shaky. Readers who need happy endings will feel unsatisfied, but perhaps maturity involves accepting a vanishingly small chance of survival for the central character. The title of the third Puffin Plus immediately indicates that it is about *Survival* (Russell Evans, £1.10) so that its hero, escaped from a Siberian prison camp, must come through this novel more implacable than the other two, but has the fascination of all accounts of brave improvisation, from *Robinson Crusoe*.

This, too, is part of the interest of an ordinary Puffin. *The Fire in the Stone* (Colin Thiele, 95p.), about a boy trying to cope in the Australian opal-diggings. This might have been an ordinary thriller about outwitting a villain, but questions of colour, family relationships and the reality of death put it in another league. The attempt to break away from the ordinary goes too far in another Antipodean novel, *King of the Steaks* (Ivan Southall, Puffin, 95p.), which is so fully wrought and self-conscious as to be almost unrecognisable; it is a fantastic view of a real world or set in a world of fantasy? No question about *The Keeper of the Islet Light* (Monica Hughes, Magnet, 95p.); it is an imaginary planet, its keeper a young girl, solitary except for a robotic Guardian and happy until a spaceship brings settlers. Less distinguished than *The Ennead*, it is nevertheless a well-imagined and touching piece of junior science fiction. Time Bandits (Charles Alverston, based on a screenplay by Michael Palin and Terry Gilliam, Arrow, 95p.) is more fantasy than science fiction, a dotty and irreverent excursion in time; often crude in its satire and muddled in its mythology, it is nevertheless highly powered by its own energy.

Back in the every-day world, *Playing it Right* (Tony Drake, Puffin, 80p.) is a lively attempt at a story of

multi-ethnic cooperation, as a keen teacher sets up a cricket team in an EPA primary school; the characters, perhaps inevitably, are slightly stereotyped, but Mr Drake has a good ear and a good heart. *The Moon on the Fire* (Margaret Davidson, illustrated by Joanna Stubbs, Hippo, 90p.) is also about multi-ethnic partnership, though set before such concepts were current: two Polish boys and an English girl, who have escaped from Nazi-occupied France (in an earlier book), help each other through the London blitz; what is particularly good about this evocation of the Second World War is that not everyone is heroic and committed. For the heroic, turn to *Biggles* and *The Tiger*, a strip-cartoon by Bjorn Karlstrom (translated by Peter Jones, Knight, £1.25) based on W. E. Johns' famous character and set in a never-never land where jet fighters and de Havilland Leopard Moths share the sky; coarsely done, it might yet be a way towards books for an obsessive comic-addict.

Meanwhile, the young reader already hooked on books has a choice of bears, chunky Albert, ruralising in *Albert on the Farm* (Alison Jezzard, illustrated by Margaret Gordon, Young Puffin, 85p.) or fuzzy Odd, in *The Adventures of Odd and Elsewhere* and *The Case of the Seven Bright Shiners* (James Roose-Evans, 85p., 80p.). Odd's distinction is that he lives in Fenton House, Hampstead, a National Trust property; the books about him have an appropriately gentle, slightly old-fashioned but well-managed quality. The National Trust is more directly involved in publishing some admirable information books, *The Stuart Household* (Joan Ellenby, illustrated by Juliet Stanwell-Smith, Dinosaur, 80p.) and *The Garden in England* (Vernon Gibberd, Dinosaur, 80p.); the latter in particular, with its exquisite illustrations, will give as much pleasure to adults as to children.

Another Dinosaur, *The Old-Fashioned Nursery Painting Book* (Ileen Herbert, 80p.), is an attractive colouring book based on dolls from the Museum of Childhood; it might, however, have provided a richer learning experience if the dolls had been arranged chronologically. There is plenty for lively-minded juniors to do here; when not painting dolls, they can follow Hippo's *Puzzling Adventure* (Rowan Barnes-Murphy, Hippo, 70p.), a story told entirely in puzzle pictures - an ingenious idea carried out in spirited drawing. Alternatively or additionally, they can construct and crack secret messages with the help of *Codes for Kids* (Burton Albert Jr. and Neil Grant, illustrated by Jill McDonald, Puffin, 80p.) or play a wide range of good word games from *The Crazy*

books

Chemical compounds

Making Sense of Science: Chemistry. By John Groves and Charles Mansfield. Addison-Wesley £1.50. 201 04547 8. An Illustrated Coursebook: Chemistry. By Kenneth Murfitt and Bob Wright. Macdonald Educational £1.95. 356 06314 3. Calculations for O level Chemistry. By E. N. Ramsden. Stanley Thornes £2.25. 85950 312 7

Two publishers who produce very attractive books have just published chemistry textbooks that are suitable for CSE pupils. In older chemistry books the text was usually continuous and dull, with the occasional line drawing of apparatus and the rare photograph. Now these worthy books have been replaced by others full of colour, photographs, diagrams and complex layouts. This change certainly makes modern books much more attractive than their predecessors but, when taken to excess, it can make the text as difficult for pupils to read as the older wordy versions.

Chemical writing is extremely difficult to read with many long, unfamiliar words that embody abstract and remote concepts. The authors of *Making Sense of Science: Chemistry* have tried very hard to make the text as simple as possible in terms of words used and sentence structure. (Indeed the introduction boasts of a "density level" of 3.5 - what is this new unit?). However, the authors' success has been largely vitiated by the designers who have included many eye-catching and distracting photographs, a multitude of diagrams, sporadic colour and such a discontinuous layout of text as would defy even the initiated. Pupils with reading difficulties need to have simple language and structure but also textual emphases that underline important items, breaks that define and confine concepts, and an intrinsically

interesting text that motivates the reader to continue.

The lack of continuity of the text is an unfortunate fault in a book that otherwise has great merits. The book has a sound overall structure with many interesting appendices on analysis, calculations, a mini-chemical dictionary, and various questions that include multiple choice, structured and essay questions on every section. Within each section there are explanations of experiments without experimental methods and clear summaries.

An *Illustrated Course Book of Chemistry* is much less ambitious, with a more restrained use of diagrams, pictures and colour, but also, unfortunately, a much more prosaic text that has been translated from German. The overall structure of the book does not emphasize and develop the fundamentals of chemistry such as the Periodic Table or bonding, and the stress on certain aspects is different from that of many British examination syllabuses. Within each chapter there is a mixture of text and experimental method, with a few rather difficult questions at the end. Explanations are hard to follow and not easy to find amongst the experimental details. Surprisingly, and reprehensibly, there is no index. If one were able to combine the layout virtues of the *Illustrated Coursebook* with that of the *Making Sense of Science*, one would have an excellent CSE textbook.

Calculations for O level Chemistry is one of those invaluable books that provide teachers with an essential resource that they would not have the time or the patience to compile themselves. Each chapter covers one type of calculation and is divided into four parts: an explanation of how to do all the different calculations of that type, simple calculations, harder calculations and real examination questions. There are answers at the back.

Lesley Bulman

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Working from wheelchairs

Edward Fennell on current employment prospects for the young disabled

One of the ironies of this the International Year of the Disabled is that during it employment opportunities for the handicapped will have shrunk rather than expanded. School-leavers of course will be particularly badly hit. When things are tough for the able-bodied it is virtually accepted that they become nigh-impossible for those with a disability.

Throughout the country careers officers admit that the recession is accentuating the (already considerable) problems of handicapped school-leavers. In general terms the unemployment rate amongst disabled people is about double that of those without a disability. Clearly, substantial assistance is needed with careers advice and industrial training. Yet there are difficulties on both scores. Local authority careers officers are under strain anyway and the voluntary societies are feeling the pinch. For example, the Spastics Society used to have its own Careers and Employment Officer but recent economies have cut this post. Meanwhile, considerable doubts are being expressed in private about the sufficiency of YOP's contribution to improving prospects for the disabled. Certainly, several thousand handicapped youngsters are benefiting from YOP courses at Employment Rehabilitation Centres but the overall provision seems inadequate.

Behind these immediate difficulties there are outstanding long-term policy decisions which seem to have been shelved. For example, one of the important recommendations of the Warnock Report (Special Educational Needs) was that there should be a "named person" who would have a general oversight of school-leavers with special needs.

Warnock suggested that this "named person" should be the careers officer. It now appears that this recommendation will not be implemented and the very concept of a "named person" is likely to be dropped. In practice, however, many careers officers find themselves acting as the link person and are seen as such by other professionals. For the Careers Service it is a major disappointment that they have been deprived of a formal place in the transition period from school to work.

One of Warnock's other recommendations was that there should be an assessment of the disabled pupil "with future prospects in mind" at least two years before he or she leaves school. It was considered that

the careers service should be represented at this conference as well as professionals from the health, education, and social services. Again however the Government seems to have lost interest. What could have been a major development in the role of specialist careers officers for the disabled has come to very little. Yet the expertise needed for work of this kind is considerable. The options and facilities available to the handicapped are complex and need a detailed knowledge on the part of those giving careers advice.

It is always emphasized, of course, that the disabled are all different and need individual guidance just like anyone else. They must be advised in line with their particular capacities and circumstances. Many physically handicapped leavers - those in wheelchairs for example - are quite capable of normal "open" employment so long as there is reasonable access and the employer is prepared to make minor adaptations to the work-place. For others the only possibility may be some kind of sheltered employment or attendance at a day or residential centre where the aim (again to quote Warnock) is "significant living without work".

For those for whom relatively "normal" employment is the goal there are a variety of schemes and courses available. Amongst the most important are the Young Persons Work Preparation Courses run at the Employment Services Division's Employment Rehabilitation Centres (ERC). Although these courses date back to 1967 they have now been incorporated as part of the Youth Opportunity Programme. They cater each year for about one thousand young people and have down-to-earth practical aims. First, to provide experience of realistic working conditions; second, to give remedial education and life-skills relevant to employment.

Participants in the YPWPCs come either from special schools or the remedial streams of normal schools. The courses usually last for 13 weeks and consist mostly of manual workshop experience although there are also a few opportunities for placements into clerical and stores work. As the course develops assessments are made by Rehabilitation Instructional Officers and gradually the youngsters are integrated into the main ERC workshops to work alongside adults. As with most courses of this kind industrial discipline plays an important part. This means that

emphasis is put on punctuality, safety and speed right from the start. The results are shown in the subsequent placing figures. Last year eighty per cent of YPWPC trainees were successful in finding work. It remains to be seen, of course, whether such figures can be repeated this year.

Although the YPWPCs represent a major effort by the ERCs they are not their only contribution. Young Persons' Short Assessments last between a couple of days and a fortnight and are able to provide careers officers with second opinion on the employability and prospects of individual youngsters. Each assessment is individually designed by an occupational psychologist according to the circumstances and disability of the person concerned. Afterwards the results and an action-plan are discussed with the young person as well as the careers service.

The third possibility available at the ERC is a normal rehabilitation course lasting between six and eight weeks where the work and training is undertaken alongside adults. Up to a thousand young people participate in these each year.

The ERCs, of course, operate nationally. There are 29 of them scattered from Dundee down to Plymouth. But there also exist a considerable number of more local initiatives. For example, the City Lit Centre for the Deaf in London provides a one year work preparation foundation course for school-leavers which improves literacy and vocational skills and offers various vocational "link" and "taster" courses.

Meanwhile in Mid-Glamorgan there are a number of Industrial Training Units jointly financed by the local and the community. These offer courses for the handicapped, the disadvantaged, and non-exam school-leavers. And of course there are also a number of specialist courses (like the piano tuning training for the visually handicapped) available to develop specific skills or cater for those with particular handicaps.

In launching the IYDP Lord Snowdon said, "For far too long the needs of disabled people have been ignored. Now, this year, is the time and opportunity to start putting things to right". A fine sentiment, but this year's disabled school-leavers join the tail-end of the deluge of those who still have to be confident of a fair chance of a job.

Options and choices

Schools and Curriculum Change. By Maurice Holt. McGraw Hill £4.25.

Schools and Curriculum Change is both engaging and disappointing. Its even style carries the reader along with occasional racy phrases to enliven it. Criticism is levelled with nice impartiality at teachers, heads, L.E.A.s and the D.E.S. There are no villains, but impatience or perhaps disappointment stiffens the phrase when the targets are things which Maurice Holt finds particularly regrettable, like Assessment of Performance unit in the D.E.S. The book is organized with admirable clarity as the chapters move from "The Context of Change" through "The Whole Curriculum", "Organizing the Learning", "Head and Community", "Managing the Curriculum", "Examinations and Accountability", and "Strategy for Change". 16-19 education has a section along the way, though that chapter is perhaps the least suggestive.

The author remarks: "The rapid growth of the field of curriculum studies has tended to weaken the links between theory and practice." That's debatable, but it establishes an independence of view right at the beginning. The main thrust of his argument is that the subject-based curriculum of the grammar schools became the basic structure for comprehensive schools, because there was (and is) no coherent policy concerning the purpose of comprehensive schooling.

As both a plus and a minus this vacuum "gave them (teachers) a unique chance to improve their status, widen their power base and enhance teacher autonomy." A core

curriculum is required to fill a vacuum as justification for a system... "giving future citizens the autonomy to adapt and progress in a changing world." Compared with the choices for pupils as merely an option for responsiveness, rather than the real thing, Options leave some more or less in their dormitory position.

The experienced administrator is talking. And of management it is relief to read "the lower level manipulative skills are confused with the higher level skills of understanding". But having cited all the possibilities for heads exercising authority over the curriculum in the light of "skills of understanding" the constraints upon them, the author points to the heavy burden of the system and subjects.

All this may be admirably in the chapter entitled "Strategy for Change" disappoints. Suggestive improvements come urbanely and firmly for national, regional or school levels, but without some conviction that new initiatives can be taken. It feels a bit third. Perhaps it is asking too much. But in the context for considering school curriculum is the world which appears to be passing education by. In Germany employers are spending some 40 per cent of the total national expenditure on education, it is said. Twenty of the top hundred corporations in the US are degree-awarding institutions before long micro-processors will be sold as toys for children. What is of a curriculum should be a response to all that?

Norman Em

Tracing visual memory

Reading, Retardation and Multi-sensory Teaching. By Charles Hulme. Routledge and Kegan Paul International Library of Psychology £12.50 0 7100 07612

Charles Hulme's book, which is based on his doctoral thesis, should be read by all teachers working with retarded readers. The first chapter is a survey of studies of reading disability, from its beginnings in 1895 with James Hushelwood's diagnosis of "word blindness" in a 58-year-old teacher who lost the ability to read as the result of a stroke, through numerous studies up to the present, all of which have attempted to assess the importance of the different factors involved (and a surprising number of which have suffered from weaknesses in design).

The conclusions are that the overwhelming majority of retarded readers suffer not from defects of visual perception or memory, but rather from language and verbal memory weaknesses.

The practice of tracing round letter forms as an aid to reading learning stems mainly from Montessori and has continued to be found effective by remedial teachers. The central section of the book describes the

extensive studies which he undertook with groups of one and two retarded readers to examine effects of tracing on verbal memory. The studies show that, though a visual memory of retarded readers tends to be already sharper than that of normals, so strengthening it further tracing seems to facilitate the association with the verbal in a way as yet fully understood.

The experiments threw up hints for much-needed future studies, for the minority of retarded readers with visual memory weakness, and a long-term verbal memory in relation to reading. May the present research hasten them.

Perhaps one of the most appealing aspects of the book to the teacher is the author's conclusion that the contribution of educational psychology to remedial teaching is as yet negligible, and that specific prescriptions cannot be made. But most of a value will be to make more certain sense of teachers' own observations, including the most obvious ones, and to encourage them to continue and develop methods which associate verbal learning with visual and motor stimuli.

Rachel Whit

Minding the shop

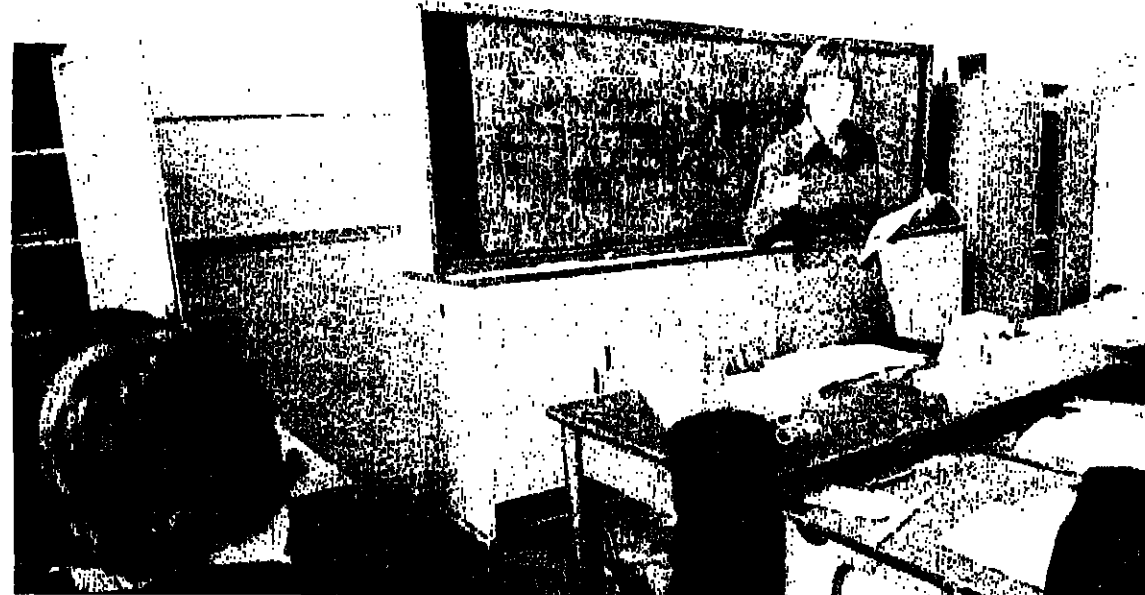
Enlightened self-interest, as distinct from the common sort, is always worth studying. Michael B. Miller's *The Bon Marché* (Allen and Unwin, £12.50) provides an opportunity. Subtitled "Bourgeois Culture and the Department Store, 1869-1920", it describes the enormous success of a Paris firm with no time for trades unions. When, in 1852, Aristide Boucicaut bought a shop employing 12 persons, he founded a business which by 1906 had 7,000. Its undoubted efficiency depended on strict control of staff. Employees, who never belonged to a union, could be dismissed instantly for the least offence. Yet there was no difficulty in obtaining them. At Bon Marché they were better paid, could earn commission that might triple

their wages, had a non-contributory pension fund as well as the gift of a lump sum on retiring, were kept fit by gymnasium, and were free of illness or domestic troubles, and had excellent prospects of promotion. They were encouraged, in short, to see themselves as part of the firm (eventually they could buy shares in it) and to be proud of it. The firm's success was theirs.

This is merely one element in Miller's well-documented study of the part played by the firm and its competitors everywhere in stimulating consumption - the consequences of which, for good or ill, our generation still feels.

Jan Sigafo

MODERN LANGUAGE TEACHING



Russian and Italian are losing ground; course content and examinations must have relevance to life and experience. French must be topped from its paramount place. In the meantime, in the classroom, the lesson goes on.

Who needs grammar - and how much?

By John Wiles

Martine: *Mon Dieu! Je n'avons pas étudié comme vous. Et je parlais tout droit comme on parle chez nous. Ton esprit, je l'avoue, est bien mûrier!*
Béatrice: *"Je" n'est qu'un singulier, "vous" est pluriel. Voulez-vous le dire en français?*
Martine: *Qui parle d'offenser grand-mère et le grand-père?*
Molière - *Les Femmes Savantes*

Teachers are concerned with developing spontaneity and vigour in their pupils' language and should instinctively sympathise with Martine. And yet too often those who are teaching a foreign language find themselves cast in the rôle of Béatrice. They may blame the demands of examiners, colleagues in primary schools or English departments or the decline in the teaching of Latin; but they see no way out.

Developments in linguistics have so far done little to help. The eyes of many teachers - regrettably not of all - have been opened to the inadequacies of the traditional descriptions of language, which force analysis into a strait-jacket based on Latin and are descriptive of written forms rather than of the spoken language. But little has been done to provide an alternative model that can be used in schools.

Teachers of English sometimes say that they do not believe in teaching grammar. In these simple terms the statement is nonsense. Grammar is a part of language, and it is no more possible to teach a language without it than it is to teach one without vocabulary; it is becoming increasingly clear that even the speech of very young children and various standard dialects have consistent grammars of their own. What these teachers presumably mean is that they do not wish to impose conventional grammar forms on children who speak *tout droit* like Martine, and that they do not see the need for any grammatical analysis, or even for the use of the technical terms of grammar, when discussing their pupils' work.

What they may be forgetting is that their approach to grammar does not need to be prescriptive, and that an awareness of grammatical forms

and an ability to use technical terms in the discussion of them may help children to choose forms that are appropriate without giving the idea that any of them are universally "right" or "wrong".

Teachers of a foreign language cannot so easily dismiss the study of grammar, particularly if their objectives include writing and they are preparing for examinations at 16 plus. After all, they have no pupils who speak *tout droit*; they are compelled to give some kind of grammatical norm. To make matters worse, pupils will transfer to the foreign language grammatical assumptions based on 10 years or so of speaking and thinking in English; they will assume, for example, that distinctions of meaning are made by word order rather than case and, taking an example from French, will not find it easy to make the vital distinction between *le bandit qui a tué mon père* and *le bandit qu'a tué mon père*. In the time available in the classroom it is hard to see how this can be taught without specific attention to the concept of subject and object cases.

This is an example of one area of grammar where understanding is essential if the language is to be used efficiently for communication. Readers will be able to think of others.

There are areas, however, to which just as much time is sometimes devoted, where mastery brings little real benefit apart from that of an examination mark. The prime example, again in French, is that of the agreement of the past participle, a feature traditionally popular with teachers and textbook writers, although it is not even perceptible in the spoken language in the majority of cases, and in spite of the fact that failure to use the approved form does not impede efficient communication.

Teachers and examiners still tend to deduct one mark for every grammatical "mistake"; they need to establish a hierarchy of errors, penalizing those that impede communication far more seriously than mere breaches in the "good manners" of language.

The Bullock Committee's recommendation that some study of language development and linguistics

should enter into the training of every teacher has yet to be implemented, so that teachers are often ill-prepared in this field. The traditions of university schools of English are essentially literary. Graduates in this and other fields may never have scored an examination pass in Latin or a modern foreign language, so that their knowledge of the traditional grammar concepts can be virtually nil. I once heard a story of an applicant for a Scale 4 post as head of English who was unlucky enough to be interviewed by a modern linguist head and betrayed ignorance of the meaning of the term "past participle". The story is probably apocryphal, but the fact that it was told at all is highly significant.

Many teachers in primary schools, aware that their pupils need help in the construction of sentences, but out of touch with present linguistic thinking, fall back on sterile exercises that are analysis for analysis' sake, or on the memorization of definitions of parts of speech that are meaningless to the children. Similarly, teachers of French may complain that their audio-visual course lacks "structure" and set the pupils to learning paradigms or doing exercises of the kind they did at school. Throughout the whole field there is confusion and lack of policy.

I have found it possible to outline what seems to me a serious problem. I cannot suggest a solution. This will only be found through closer co-operation than now exists between teachers of English as a mother tongue, teachers of English as a foreign language and teachers of foreign languages. For all the language policy groups which have been set up since the Bullock Report, and in spite of the development of a few courses in "language", as outlined by Professor Eric Hawkins in a recent TES article, there remains a regrettable history of suspicion between teachers of English and of modern languages.

There seems a strong case for the calling of a conference to pool the experience of university teachers of linguistics, teachers of English - both as mother tongue and as foreign language - teachers of foreign languages and primary school teachers. They could then attempt to tease out

CONTENTS • The German exchange 32 • Examinations: 16+ National Criteria 33 • The missing ingredient 34 • Examinations: French Alternative O level for Business Studies 38 • Tour de France - a new course from Scotland 39 • The Italian Job 40 • Spelling without tears 41 • JCLA conference programme 41 • Communication skills - CILT conference report 42 •

the grammatical concepts and vocabulary that can appropriately be developed with children at the various stages of their development and in different teaching situations.

This is not an appeal for a return to formal grammar exercises, in English or in foreign languages; nor is it an appeal to teachers to be unduly prescriptive. It is not written in ignorance of the fact that the English teacher's main and proper concern must be personal development through language and literary awareness.

Insofar as it can be summarised it asks for teachers to be more sensitively aware of the grammar of the languages they teach and of the language that their pupils use, better able to distinguish the important from the trivial and ready to use such grammatical analysis and terminology as is needed to help children extend and develop their usage and enlarge the range of structures at their command.

It claims no certainty as to how such help should be given or how useful it can be, particularly with pupils of lower ability, asking only that all teachers of language, whether of a foreign or a mother tongue, whether in primary or secondary school, come together in all humility to seek solutions to the problems outlined. Its only assertion - and even that will be challenged by some - is that the matter is important.

After starting his career as a teacher of French, Joe Wiles spent seventeen years in H.M. Inspectorate of Schools.

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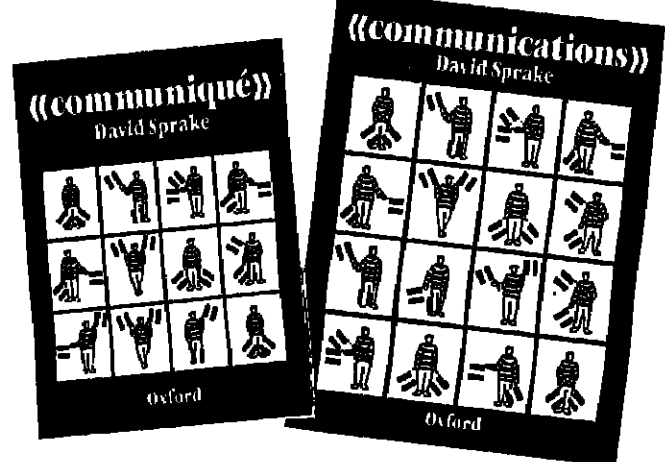
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A comprehensive school in Germany. Youngsters on exchange visits get a new perspective on their own educational experiences by such visits.

The German exchange

Motivation is paramount when language becomes the key to life in a different community. By Irene Gill

German was in the doldrums when I started at my school nine years ago. There had been 16 candidates for O level the previous summer; none had passed. A similar number strolled into my first lesson with the present fifth form, clearly expecting a long yawn. None of them made any effort to grasp the language, let alone use it.

Teaching was like heaving a big sack full of wet bedding up a steep staircase. The fourth form group gave me glazed looks as if they were auditioning me for a part I would not get. Only the beginners in the third form showed any zest and I dreaded their deterioration. There were four dejected girls in the sixth form, feebly battling with *Egmont* and prose translations.

I appealed to an experienced and successful German teacher. "Tell me what to do!"

"Certainly," said my friend. "Take them on an exchange, and all will be well."

Like a *deus ex machina*, a German headmaster visited the school a few weeks later, full of rosy idealism about the benefits of international friendship, and beseeched us to form a link with his school. I agreed readily, and in the following days busily collected the names of pupils who wanted to take part, and sent the list to the German school, with an enthusiastic letter suggesting dates for the visit.

And then, typically, nothing happened. I wrote again and again, but got no reply. I had to tell the pupils that the visit was off.

Ten months later, I received a letter from a German teacher of English at the school, telling me she had been asked to organize her end of the exchange. She was newly appointed; perhaps that accounted for the endless delays that ensued. In the end, I had to resort to the telephone as the only means of communication. But at last I had 12 pupils supplied with the names and addresses of twelve Germans. They had exchanged letters; tickets, passports, insurance were procured, and we were off.

The journey was not uneventful. One girl dropped her passport into the English Channel; two were drinking with a couple of young men on the boat; on the train, there was an inordinate amount of rushing to and fro which culminated in four being in a carriage which was detached from

the rest of the train. But we all arrived safely, and I got to know them better than in a year's classroom teaching.

We were met by the German families, and after five minutes of hubbub they had all been swept away. One or two found themselves in cramped working-class flats. Most stayed in great, ultra-comfortable houses and were overwhelmed with German hospitality. Not so my colleague and I.

We had to manage on the meagre allowance extracted from the school fund. We stayed in a kind of hostel and our staple diet was rolls, cheese and tomatoes purchased at the picturesque market stalls, or in palatial super-markets, and consumed on park benches under the startled glances of the passers-by. There was no-one far and wide as poor as we were.

Luckily, it did not rain much.

All those 12 girls (and some others) passed O level, and six took German to A level. The next year there were more than 20 on the exchange, and 10 in the lower sixth. My wise friend was right.

I have now organized exchanges with four different schools - always at their invitation - and I arrange my own accommodation better now, including a small sum for supervision in the charge to each girl.

Most of them have thoroughly enjoyed the exchange, the warm welcome of the German families, the conviviality of German life - and the private swimming pools, the saunas in the basement, the playrooms, with record players, electronic toys, television sets which so many German families provide for their children - and the brothers and sisters and friends and relations of their partners, the ice cream parlours and sports centres where German adolescents gather in their ample free time.

One or two have not enjoyed themselves, either because their partners have been moody, or because they themselves have lapsed into a sort of stupor, unable to cope with culture shock, homesickness, strange food and the rapidity of German spoken by Germans. These occasional unhappy ones are very time consuming for the escorting teacher; but they are few. Many of the children make lasting friendships and continue visiting and being visited by their partners. Occasionally,

the families are included in subsequent visits.

Even those who do not hit it off benefit, if only in having an improved German pronunciation. For nearly all of them, German is transformed from a dreary O level subject to a living means of communication with friendly people, a key to life in a different and generally speaking, more prosperous community, a big step towards personal independence and self-reliance - in short, a useful skill which they are keen to master. And motivation is paramount.

The exchange maximizes the enormous advantage modern languages enjoy over most other school subjects: they can actually be used. Improved O and A levels are a useful by-product.

A great advantage for the organizer is the opportunity to update one's knowledge of German affairs, to note the new idioms, and stock up with fresh *realia*. One is usually invited to a number of homes, which are always enjoyable and often informative. Pupils are a mine of information. A short questionnaire, on the homeward journey, can be useful. Teachers can be acutely observant.

I have learned some surprising details from them. One year they maintained, unanimously, that German did not visit the toilet as often as we do. Fathers are more authoritarian than their English counterparts, and children are considered to be even more critical of their teachers, and unwilling to work for the unpopular ones, in spite of the German system of continuous assessment and of repeating the year if the average mark is below a certain level. These insights give our children a new perspective when they consider their own educational experiences; and one's own conversations with German colleagues can similarly provide new ideas in the never-ending debate about our own educational system.

A lasting link with one school has obvious advantages - the organization becomes progressively easier - but I have not found German teachers who are willing to handle the necessary chores year after year. This too has its advantages: exchanging with a school in a different part of the country every few years means my knowledge of Germany is not confined to any one *Kleinkeckendorf* - nor am I struggling to enter the same German colleagues repeatedly in my own very narrow neck of the woods.

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extra



Now is the time for teachers to get the exams they want and that their pupils deserve.

An exam fit for pupils to work to

By Michael Buckby

Public exams do influence what goes on in classrooms "to age ranges well below the fourth and fifth years" (The School Curriculum, DES, 1981, page 4).

The Schools Council evaluation of graded objectives and tests (CILT, 1981) also reminds us of the positive effects that appropriate exams can have on the attitudes of pupils, parents and teachers. All of this emphasizes the need for teachers to control the syllabus and approaches of public exams, and to ensure that exams accurately reflect what happens in successful classrooms.

Over the next 12 months, major decisions about the content and form of foreign language exams will be taken at national and regional levels. These will, in effect, shape the content and style of foreign language teaching and learning for the next 25 years or so.

If teachers are to control what goes on in their classrooms, they must take an effective part in this decision making. They can do this by responding to the report of the working party for French to the GCE and CSE Boards' Joint Council for 16-plus National Criteria, published this autumn. More than half of the members of the working party were classroom teachers - an indication of the importance attached to their key role.

The working party was required to work to a number of principles which considerably influenced its discussions and conclusions. Probably the most important of these were: ● the emphasis on the need to produce a syllabus and system of examining appropriate to the needs of "the top 60 per cent of the whole 16-plus ability range", this being recognized as a significant increase for foreign languages as compared with present numbers;

● the encouragement from the DES "to move towards some criterion referencing of grades" in spite of the acknowledged difficulties of bringing about such a major change; ● the requirement to define clearly and precisely what a syllabus should consist of in terms of aims, objectives and content, and to recommend techniques of assessment for measuring the attainment of particular objectives.

The working party must five times between February and June of 1981. It welcomed this opportunity to make exams at 16-plus more appropriate to the whole examinable ability range at 16-plus and concluded that this necessitated some differentiation of objectives. The report suggests that writing in the foreign language, for example, might be abandoned as an examining instru-

ment for some candidates and that this be compensated for by raising the standard of reading, listening and speaking. It was agreed that all candidates should be assessed in these latter three skill areas and that competence at a basic level in these skills should be rewarded.

It was also agreed that there should be more advanced tests in these skill areas, as well as a writing test, for the higher grades. A majority of the working party recommended that a Grade 3 should be available to candidates who were highly competent at reading, listening and speaking, while Grades 1 and 2 should, in addition, demand competence in writing.

One of the examining boards is developing an approach which could offer schools the flexibility they need to meet the needs of a wide range of pupils and, at the same time, produce some criterion referencing of grades. In this model, there would be clearly defined objectives for listening, speaking, reading and writing, at two levels, provisionally called basic and extended. The compulsory "core" for all candidates would be basic listening, reading and speaking. Success in these would earn a Grade 6 (on a scale 1-7) and success in two of them would attract a Grade 7. Candidates would take whatever additional tests from this range that their teachers considered appropriate; for each one successfully completed, the candidate would move up one grade. So, a candidate who reached the required standard in six of the eight tests would receive a Grade 3. In addition, his certificate would show exactly how he earned this grade by putting asterisks in a grid, eg.

	Listening	Speaking	Reading	Writing
Extended	•	•	•	•
Basic	•	•	•	•

This would make clear to all "consumers" (pupils, parents and employers, universities) what each candidate could do successfully. It would also mean that each grade was a positive assessment, rather than the negative thing anything other than a Grade A is in the present system: even a Grade 7 would only be gained if the candidate really could do what was required to get asterisks in two boxes.

This is just one approach which the working party considered and which would make criterion-referencing a practical proposition while enabling all pupils to develop their skills to the maximum. It is hoped that other boards and teachers

will develop more schemes which reconcile these two demands.

Whatever scheme is used, the working party was persuaded that high standards of performance were much likely if the syllabus defines clearly and precisely what will be expected of candidates in all skill areas and at each differentiated level. It was agreed that a syllabus should define the tasks to be performed, topic areas to be covered, vocabulary, structures and functions to be used either productively or receptively and the methods of assessment to be adopted.

When discussing suitable techniques of assessment, it was agreed as a basic principle that the tasks to be set within an exam should be authentic and valuable outside the classroom. It was also agreed that, in principle, material presented to candidates should be authentic French, whether spoken, written or printed. These principles at once raised doubts about the future of such traditional examining techniques as multiple-choice questions, dictation, prose translation and reading aloud.

It is likely that all foreign language teachers will find, in this report, suggestions that they will support and others that they will question. What is important is that they obtain a copy of the report from their board and respond to it. This new examining associations in England, Wales and Northern Ireland will be drawing up detailed plans for the new exams, due to being in some five years' time. The view of teachers are wanted and will have an important influence. Groups of teachers, based on professional associations or teachers' centres, should make their views known to their local boards and to the national working party.

For years, language teachers have blamed their problems on the exams at 16-plus, often with good cause. Now is the time for teachers to get the exams they want and that their pupils deserve. A syllabus and exam based on the first two aims suggested by the working party might make this possible. They are:

- to develop the ability to use French effectively for purposes of practical communication;
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Michael Buckby was Chairman of the Joint GCE and CSE Boards' 16-plus National Criteria Subject Working Party for French.

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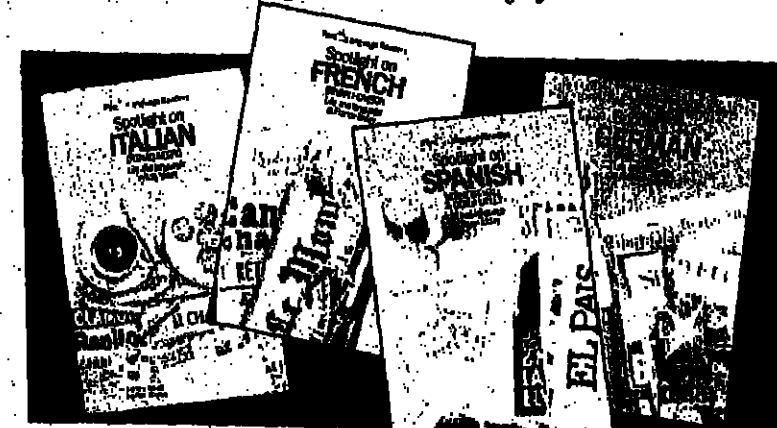
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extra The missing ingredient

Foreign languages ought to be the most enthralling subject in the curriculum, writes Nigel Holden

Hands up, those language teachers who have heard of George Smith. Clue: he was an Assyriologist. Still not heard of him? This particular George Smith was born in Chelsea in 1840. His was a humble family and in 1854 he was apprenticed to a company to learn the careful art of bank-note engraving. From an early age he was inspired by stories of archaeological explorations in the Near East and began to teach himself Assyrian cuneiform, which had only recently been deciphered.

To cut a long story short, Smith's dedication and application impressed the British Museum, who invited him to join the staff in 1867. In his short life Smith, on the basis of his decipherments of Assyrian documents, made extraordinary discoveries about the early Near East.

Most spectacularly, in 1877, he delivered to a stunned audience his translation of the "Chaldean Account of The Deluge". This was sensational indeed, because it constituted an independent, ie non-Biblical, reference to the Flood. This being the age of Darwinism and so forth, Smith's work immediately captured the imagination of secular and religious intellectuals in Europe and America.

In fact Smith had produced his translation from tablets sent back to the British Museum from Nineveh near Mosul in modern-day Iraq, but he realized that he still lacked one tablet to make his translation complete. To be precise, he thought he was lacking 15 lines of cuneiform. He wanted to go to Nineveh and dig it up: which is exactly what he did. He set out on an expedition subsidized by the *Daily Telegraph* and, within days, dug up the 2,000 year-old fragment he was after. In fact it contained 17 lines of script. Quite overcome with tension and emotion, Smith, out of sheer jubilation and the mystification of diggers and officials at the site, proceeded to fling his clothes off. By all accounts it took quite some time to calm him down.

Well, you may ask, what has George Smith (he died tragically young from fatigue and sickness in Syria in 1876) got to do with teaching of languages? Everything, because George Smith, engraver turned Assyriologist, had committed enthusiasm for his subject and he communicated it. And this, to judge by all the stories that I daily hear on the topic of language teaching in our schools, is what must surely be the most persistently lacking ingredient.

Language is magic; it is a mystery; and foreign languages ought to be the most enthralling subject in the curriculum and yet the pupils treat it as a drudge, a bore. There are, I know, outstandingly good teachers of languages, but I can only assume

that they are few in number; and my criterion for this statement is this. The most repetitious thing over the last few years I have heard about language learning at school from people of all backgrounds and of all ages is this: "I wasn't very good at languages at school".

Yet the people who say this statement are not stupid, blinkered or any way mentally deficient. If ordinary, intelligent young people, subjected to something like 500 hours of, say French at school, for their O level or CSE, cannot - to use a fashionable term of linguistics - utter a well-formed sentence (not to mention a grammatically correct one!), then something is wrong.

Part of the problem, lies in the fact that the easiest thing to examine about foreign languages at mass level is proficiency in the written skills, ie essay or composition in the foreign language, translation into and out of the foreign language. Of these skills, in the "real world" only one is likely to be genuinely required - that of translating from the foreign language into the mother tongue. To compose in a foreign language and to approach even 90 per cent accuracy is no small intellectual feat, and to demand even 45 per cent accuracy (or whatever the pass mark is, at whatever level of examination) is surely to place unnecessary emphasis on written skills. While not denying any importance whatsoever to the written side of things, the fact is that a teacher of languages is first and foremost in the business of loosening tongues; and it is oral proficiency which is always the most immediately useful skill, and somehow this has got to be reflected in the examination system.

The teacher who can get his kids talking in French or German or any language is doing a vital service to this tongue-tied nation. More than anything else it helps to break down the fear and shyness about speaking other people's languages - even to the extent of learning and using courtesies in exotic languages like Arabic or Japanese. It should after all be borne in mind by language teachers today that, although they teach one, perhaps two languages, no small number of their pupils, ending up as businessmen or engineers, are destined to encounter heavy use of languages in their professional life.

The next problem concerns the dominant position of French. I have to say it: French has got to be toppled. Without this there can be no real experimentation in language teaching. The way in which French is taught has, I believe, been largely responsible for the broad disenchantment with foreign languages among the British. By displacing French - I do not speak of abolishing it - it gives greater scope for the introduction

Nigel Holden: honours degree in Russian and German; commercial background in East-West trade; has devised and run in-company language courses and writes widely on language matters.

Une petite boutique

Lucille James describes a successful language lesson with five-year-olds

The wider the range of opportunities offered in the classroom environment, the more readily each pupil adds to his or her store of experience. So that when I became aware of the learning-to-read problem and took to teaching young children, I made shopping one of the classroom activities.

The children vied with each other in contributing to the collection of carefully-opened cartons and boxes and chocolate and other sweet wrappers. To fill them, we used a variety of waste material; in the chocolate wrappers, for example, we enclosed pieces of wood. With the addition of tins, bottles and plastic containers, we soon had enough "goods" to stock the shop.

I then produced a purposeful change to be kept in my desk drawer when not being used for the shop. Five-year-olds shopped enthusiastically, learned to identify the differ-

ent coins and to give the correct change when playing shopkeeper. One morning when, in the absence of their own teacher, I was asked to "keep an eye" on a group aged between seven and eight, the all-round effectiveness of shopping as a language and learning activity began to grow more obvious.

I discovered that one of my temporary pupils had brought to school a selection of French coins carefully saved during her recent brief holiday in Paris. It was too good an opportunity to miss: at break-time, I wrote in French a variety of labels and price-tags. While my infants proceeded with their chosen activities, after break, I borrowed the new French shop to work with the older children.

About half-way through the enjoyable lesson, some of the five-year-olds joined us.

Among the keenest was an only

Sony extra We speak your language

John-Grant Robertson looks at how laboratories can help in teaching

When the language laboratory first made its appearance in the 1950's, it was hailed in some quarters as the definitive solution to the problems of foreign-language teachers. It was not long before disenchantment set in.

This poor past history has resulted in an understandable current climate of opinion that views all language laboratories with suspicion. This is unfortunate for modern technology has now achieved a quiet revolution in making the modern counterpart highly reliable, easy to use, easy to maintain, quiet and unobtrusive in operation.

Progress too has been made in the associated teaching programmes and the teaching rationale behind them.

Teaching attitudes, too, have changed. In the past the laboratory had a number of advantages - not fully realised by its users. First, it is highly flexible. It can be controlled entirely or partly by the teacher, or it can be controlled by students. Students can work individually, in pairs, in groups within the class or as a class. Pair work is common in the classroom but some teachers seem reluctant to extend it to the laboratory. In addition it can be used in secretarial courses, reading and dictation lessons, and as a listening library.

The laboratory can be used to offer the student materials on a self-access basis. Where, with the help of the guidance of a teacher, he or she can select the material to work with. This approach means there is an opportunity to use tapes which are too long or too specialised for inclusion in general class work.

Secondly, the laboratory provides an opportunity for the language student to hear and work with native-speaker models. It

brings him not only native voices, but also a potentially unlimited variety of speakers, with their individual accents, deliveries and styles. An enormously wide variety of material can be used from poetry and pop songs, to airport announcements and new broadcasts. It can be used in many different ways, such as jigsaw listening, problem solving and information extraction.

Thirdly, any language laboratory class is centred on the student. Participation is required at all times and, most importantly in language learning, it maximises student talking time under controlled conditions. With normal teacher centred classroom lessons the learner produces a small amount of language per hour. Alternatively it consists of group or pair work, in which case the learner speaks very much more - but never all the time - and mostly with his peers to provide a model and correct his mistakes.

The language laboratory gives opportunities for providing practice in the spoken language and everything that it entails. Structures and vocabulary, of course, but also pronunciation (not only in terms of phonemic distinction, but also the suprasegmental features: intonation, stress and rhythm.) In addition to the fluency of the response, there is also the speed of the response: the longer the learner takes to reply, the less likely he or she is to be able to cope.

Fourthly, it promotes the growth of the learner as a speaker. The laboratory allows the student to work at his own pace to develop linguistic self-awareness coupled with a capacity to self-monitor performance. This is invaluable later, in the classroom, where greater benefit can be derived from paired or group work and



Today's student is technologically sophisticated

freer work generally, such as oral composition. Linguistically aware learners can even monitor each other's performance in the laboratory.

Self monitoring is in fact something of a skill. Learners do not automatically react to differences between their own performance and the recorded model, but they do notice some of the grosser errors, but their ears require practice and the teacher's guidance to develop a true self-monitoring ability.

Aural discrimination exercises, often in the form of games, are a useful starting point. However, it should not be forgotten that extensive listening, as provided by a listening library, is a very useful means of encouraging and developing the learner's aural discrimination. The ultimate objective must be for students to de-

velop a "feeling" so that they can operate in an environment and profit linguistically both from their exposure to it and from their own attempts to communicate in it.

The language laboratory has also made possible another testing device: the tape-recorded examination. There are several such examinations, one of the first in the field being the A.R.E.L.S. Oral Examination, an examination in spoken English and comprehension for foreign speakers of English.

The language laboratory is an exciting aid for a motivated teacher and student. If it is time-tabled thoughtfully, provided with inspiring materials (which are neither difficult nor expensive to obtain) and staffed by informed teachers, it can transform the student's language learning experience.

One man's view of Sony

The Regent school of English is one of London's medium sized language schools and has been in existence for the last seventeen years. The school's Study Coordinator is Mike Woolf.

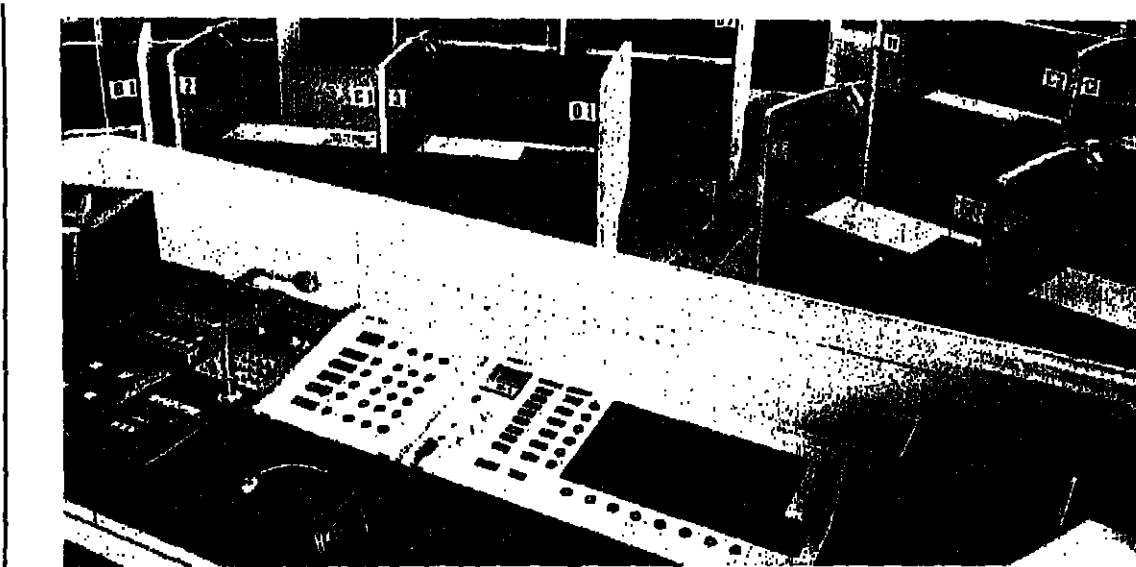
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Mike Woolf... equipment which was simple to use.



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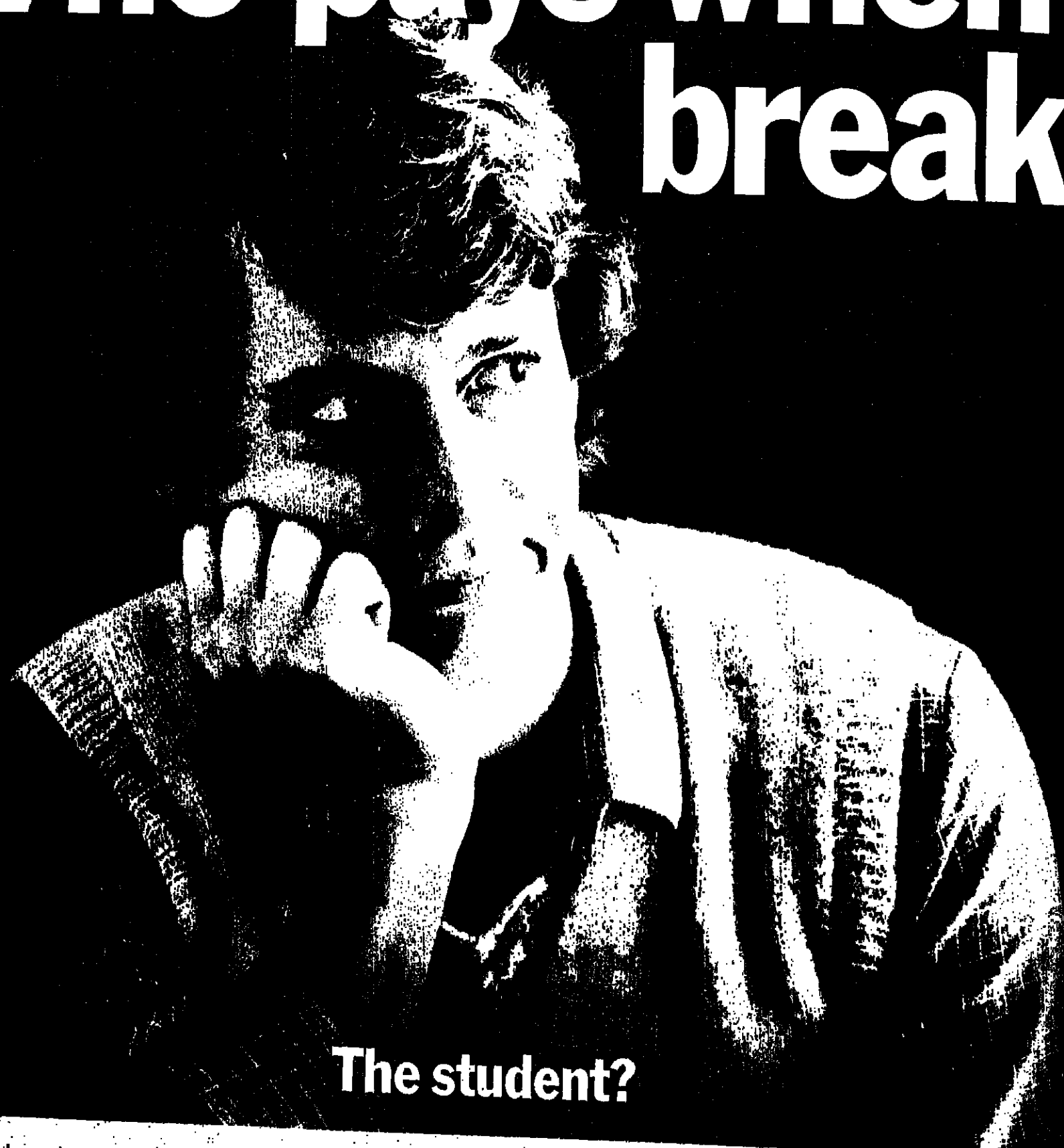
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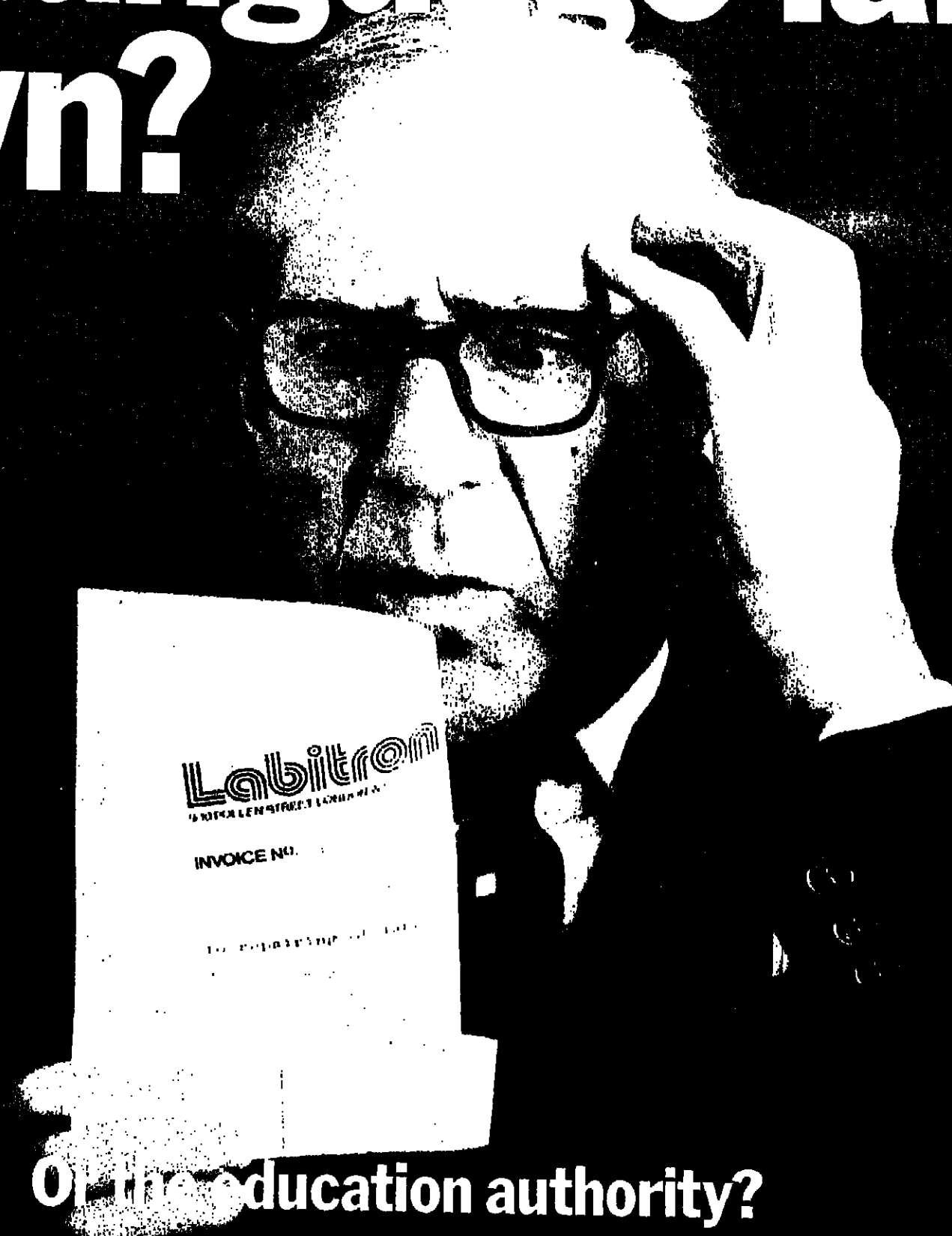
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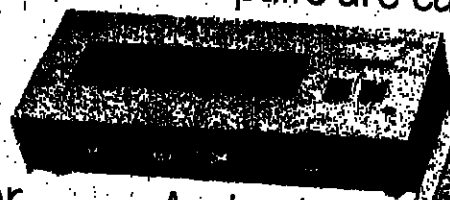
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The practical nature of these specific tasks appeals and a high standard of role-playing is achieved

The French Alternative

By Graham Bishop

The teaching of modern languages, and French in particular, has been undergoing scrutiny yet again - this time from the standpoint of relevance. Most efforts have been concentrated at the early stages and the growth of graded level tests for years one to three is evidence of the strongly felt need for improving the motivation of pupils. At the same time, the content of these tests shows the desire to make the language content as practical and useful as possible.

At the fifth form level, syllabus reform still has a long way to go. The content of O level French and many CSE courses remains largely unaltered. The arrival of 16-plus on a nationwide scale may lead to changes, but the more likely result is an amalgam of present syllabuses rather than useful innovation. So the O level syllabuses remain largely a preparation for A level and CSE is too often a pale copy requiring much the same skills.

For me, both O level and CSE fail in at least two respects to fulfil the role of an effective and useful leaving certificate of competence in French. (While it can be argued that O level was never designed to fulfil this role, the same cannot be said of CSE.) First, from the point of view of context - any discussion of French life and customs usually arises in a haphazard way from a "text" or from brief notes in the chapter of the course book. Course books at fourth and fifth form level are often very informative, but there is no organized syllabus covering French life and customs which is then given a place in the exam assessment. Secondly, there is too much emphasis on written production of French, and not enough on testing comprehension in a realistic way. Multiple choice cannot be said to be realistic in my view.

Relevance and motivation go hand in hand when teaching any subject and I feel that it is entirely right that there are more and more calls for modern language syllabuses to take into account the needs of employers and the country as a whole. "Applied" language rather than "pure" to use a concept from mathematics. Equally important, the final examination in French for most of our pupils who continue after year three, must be seen to be useful and practical by the candidates.

An examination which has made considerable progress in the direction of satisfying these criteria is the Alternative Ordinary level French for Business Studies, offered by the Oxford and Cambridge Schools Examinations Board. The title of the exam immediately illustrates its practical nature, and indeed the syllabus is

wider than might at first appear to be the case. Despite being an AO and therefore designed for more mature post O level pupils, in my own school we are experimenting with its use as a genuine alternative O level syllabus and are entering candidates in the fifth form.

Teaching pupils to use a dictionary is a skill usually neglected, because it is inappropriate to O level and CSE work. In teaching for the traditional exams, most looking up is done at the back of the text book. Here the vocabulary is angled to the specific exercise and few alternatives are given. Thus selection of the right shade of meaning has been greatly assisted by the author and the pupil is left with little thinking to do. Such is not the case when using a dictionary.

We place much emphasis on showing pupils how to analyse the sentence they are dealing with, how to decide whether they are looking at a verb, a noun, an adverb and so on. Dictionaries make use of such grammatical terms and if pupils are unaware of their meaning, much of the value of a dictionary is lost to them. Using dictionaries correctly is an essential part of the comprehension process needed to cope with long newspaper articles to be summarized. However, we have found that as confidence grows, as understanding of sentence patterns and word groups increases, our pupils use their dictionaries less and less, looking up key words only, to give themselves just sufficient information to complete the task in hand. They have to go through the stage of excessive reliance on the dictionary (like the early days of using calculators in maths) but come to see that it is counterproductive when used indiscriminately.

The background section of the exam keeps the syllabus topical. Though the syllabus (apart from the geography component) is not closely defined, the hard core of political, educational and social information is readily identifiable. By providing such information, we are able to relate the constant flow of everyday news items about France and the Common Market to a framework which makes them more understandable to our pupils. Much time often has to be spent explaining and drawing comparisons with the equivalent English political or administrative situation and this in turn increases the interest shown by the pupils. Magazine and newspaper articles can now be chosen and more readily appreciated because the background references and often the names are already familiar. Television and radio programmes including *Téléjournal* can now form a natural part

of the course and reinforce the relevance of the background work.

The oral section of the exam is divided into three parts. In the first part, the candidate plays the role of a host receiving a foreign visitor to his firm. He has to be prepared to explain what has been organized for the visitor and to answer questions. The second part is a telephone conversation in which the candidate has to "ring up" the examiner (who plays the role of a member of a French firm) and obtain certain information from him. Finally, there is a conversation based on a brochure in French. All role-playing information and the brochure are given to the candidate 24 hours in advance, so that he can prepare the situation.

Once again, the practical nature of these specific tasks appeals to the candidates and a high standard of role-playing is often achieved, even by those who would find preparing a "topic" for O level extremely difficult.

Introducing this course to our fifth form groups involved a number of decisions. Our top set, from which we expect to recruit the majority of our A level candidates, continue with the traditional O level. The next two sets have their work angled towards the new skills needed from the beginning of the fourth year. The course book we used the exam is begun in the previous summer term. This gives us much more teaching time on the syllabus itself, than if we had started in the autumn term of the fifth year. The higher standard of comprehension required by the AO syllabus, are offset by a week teaching time five periods a week rather than three which most lower sixth groups would be allocated, and the reduced amount of written French required of the candidates.

Not all the benefits of this change of syllabus can be measured in terms of our modest success in paper results. We are above all conscious of increased interest and motivation, not only in our pupils, but also in ourselves. Much preparation was needed on our part, not only to prepare the background, but also to modernize our own French and become more familiar with the contemporary language of magazines, newspapers and radio news bulletins. Our pupils appreciate that they are acquiring knowledge and skills which will be recognized as useful by employers. All concerned feel that the syllabus leads to a worthwhile leaving certificate of competence in French.

Graham Bishop is Head of Modern Languages at the Crypt School, Gloucester.

THE TIMES EDUCATIONAL SUPPLEMENT 9.10.81

Tour de France

The Scottish Central Committee on Modern Languages has just produced the first part of its new "Tour de France" course for beginners*. David Carson explains the thinking behind the project.

"Pardon, monsieur, est-ce que je peux faire marcher le magnéphone, s'il vous plaît?"

I confess to a feeling of gratification when I hear this from a first-year pupil using *Tour de France* barely two weeks into a new session.

It is true that there is nothing novel in the idea of using French for classroom management. What is new, is the systematic introduction of such language throughout a course; so that by the end of the first year much more vestigial phrases of the "Tournez à la page vingt" and "Fermez la porte!" variety will remain. And what is undoubtedly more important, the pupil will be used to initiating communication by making requests, asking permission, and explaining lateness rather than merely responding to questions and commands from the teacher.

However, such classroom language is only one of the innovative features of *Tour de France*. Before enumerating and explaining them, I should say a word about the origins of this project. In 1975, under the aegis of the Scottish Central Committee on Modern Languages, a national working party was set up within Scotland, to produce materials and methods that were suitable for use in the first two years of the secondary school.

The working party consists of college of education lecturers, members of the Scottish Curriculum Development Service, a representative from the Inspectorate, and classroom teachers. The convener is Richard Johnston of the University of Stirling. The working party meets once a month for two days. After wide-spread consultation with classroom teachers, we began production of materials and *Tour de France* is the result. Stage 1 has recently been published. We are in the process of writing Stages 2, 3 and 4, and are hopeful of being authorized to produce a Stage 5 that would take pupils to the Scottish O-Grade or its equivalent.

Apart from the traditional elements of tapes, filmstrips and flashcards (these latter being designed for much more versatile purposes than the simple presentation of vocabulary), other less usual elements are integral to the course, elements which take account of recent research into foreign language learning and syllabus design and of proven good practice in the classroom. For example, if a pupil is to come to terms with the overall language syllabus for any stage, he must learn not only vocabulary and grammar, but also he must demonstrate the ability to perform a large number of specified tasks or functions in French. They must be able to "ask permission", to "refuse", to "complain" etc. Each unit of work contains functional objectives of this sort, which are stated explicitly not only in the Teacher's Book but also in the pupil's book. One of the first things to do in any unit of work is to discuss with pupils what the functional objectives are, how appropriate these might be for various contexts, and to find out from the class if they themselves wish to nominate further objectives of their own for that unit. Once the class has clearly established what it is aiming at, each functional objective is approached by a number of routes (eg by means of flashcards, tape-filmstrips, dialogues in the book, explanations in the book, paired speaking activities, extra listening activities and games), rather than by one route alone, as has so often been the case in conventional teaching.

Each unit is introduced by a tape-filmstrip sequence, mainly in English, (but with some phrases in French that will re-occur in the subsequent French language presentation), in order to "set the scene", to give an insight into the lives and customs of French people and while providing a realistic framework for

the subsequent language work. The French language presentation, on tape and supported by drawn visuals on filmstrip, contains embedded within it the functional objectives of the topic.

Further practice in these language functions is provided by means of activity sheets, the most striking feature of which is that most of them are designed for paired speaking on the part of the pupils. This obviously means that a great deal of French is spoken in classrooms.

Since language learning is a continuous process, it is obviously important to find out if in fact the pupils are achieving the stated objectives of the unit, to identify which pupils are having difficulty with which objectives, and to rectify these problems. To this end, there are two diagnostic tests in each topic, one of listening and one of speaking, which cover the basic objectives.

Each pupil undergoes these tests, the result of which are recorded on their individual profile sheets. These are designed to facilitate the diagnosis of specific weaknesses - for example, in the diagnostic speaking test the teacher is enabled to pinpoint weaknesses in pronunciation, grammar and fluency, but the overriding criterion for the diagnostic speaking test is that the pupil can communicate meaning.

An assumption underlying these procedures of specifying objectives, working towards these objectives, diagnosing difficulties and providing remedial teaching where necessary, is that by the end of a unit of work all pupils should be able to reach a basic level of mastery. While we give considerable attention to the problems of pupils with learning difficulties, *Tour de France* is a course designed for the full ability range, and it is therefore equally important to provide for those pupils who master the basic objectives easily. Thus, differentiated work of a higher level of difficulty is provided too - eg activity sheets which require pupils to act as interpreter, which present them with more extended reading or listening passages, or writing exercises which require a high degree of grammatical accuracy.

Testing takes place not just within each unit of work, but also at the end of each stage. These global attainment tests initially cover the skills of listening, speaking and reading, and later on they cover writing. We provide a criterion-referenced report card which represents graded levels of achievement and explains to parents and school administrators what has been learned. Pupils assimilate new material in different ways and at different rates. It is therefore educationally unsound to present new language material at one pace and via one single approach. However, we are not fully satisfied with our achievements during the pilot stage of the project.

In 1978 the pre-pilot phase was launched in seven schools, progress was carefully monitored and in the light of classroom experience the roughest edges were knocked off. These were developed to take their pilot form and in 1979 the national pilot stage began in 44 ordinary schools. Thanks to a formative evaluation sponsored by the Scottish Education Department, progress in the pilot was carefully monitored and we were able to develop the pilot materials and approach still further to take their present published form. We hope both to have brought our approach into line with the best of present thinking on communicative syllabus design and methodology, while remaining firmly rooted in the everyday realities of classroom life, through taking the fullest possible account of the expressed views of pilot teachers and pupils.

We have developed from pilot to published form in many different ways. Many of our activity sheets ask pupils not only to perform paired

speaking function drills but also to engage in more open-ended conversations using the same and previously learnt material. There is also in each unit a major speaking task which carries open-ended language use considerably further - for example: meeting three French youngsters in their school, performing introductions, looking round the school, commenting on various subjects, having school dinner together and talking about home town. The pupil is supported in such challenging activities by a greatly increased input of personal language into the course. "Personal language" sections occur at regular intervals and are designed to enable pupils to provide real information about themselves, family, friends, sports and hobbies, pets, likes and dislikes etc. A further encouragement to pupil interaction on the personal level is provided by the introduction of a greatly increased amount of authentic listening material, some of it recorded by 15 French boys and girls living in Créteil, a suburb of Paris, and some by the pupils and staff of the French Total Oil School in Aberdeen.

Regardless of the contents of *Tour de France*, it will undoubtedly be judged on its effectiveness in the classroom. Will teachers be prepared to come to terms with the variety of materials, the inevitable problems of classroom management, the very philosophy of mastery learning and communicative teaching? I have to say, from my personal experience of using the course for three years, that such problems, while undoubtedly real, tend to recede as the teacher



A sprint at the end of a stage in the other "Tour de France"

establishes new classroom routines and as the pupils themselves begin to understand the reasons for such procedures as diagnostic testing.

Certain benefits appear to be emerging which more than counterbalance the difficulties - an increase in motivation on the part of pupils, an increased interest in French and things French, an increased awareness of what is involved in learning a foreign language, and an increasing desire on the part of pupils of all abilities to keep on their study of French after

the first two compulsory years. I look forward to the day when all of my pupils will say: "Monsieur, est-ce que je peux continuer à apprendre le français?"

David Carson is Principal Teacher of French at Perth Grammar School. He is a member of the National SLSE French Working Party (Scotland) and also a member of the Scottish Central Committee on Modern Languages.

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extra

The Italian Job – a different scenario

By Robert Powell

Until recently, in terms of popularity as measured by public examination entries, Italian occupied fifth position among the foreign languages commonly taught in British schools.

At the expense of Russian it has now slipped into fourth position, but this is no real achievement since it is well known that the decline in language studies affects all languages. No one concerned with language teaching can be complacent faced with the reality that pupils appear to be seeking escape routes which will allow them to abandon languages at the earliest opportunity.

It is also evident that with falling school rolls no foreign language may be assumed safe from extinction. Pressure on languages other than French also increases as curriculum planners seek expendable items in their efforts to economise. In recent papers and discussion documents the Secretaries of State, HMI and the Schools Council have urged local authorities to plan across their area to ensure that a healthy balance of different languages is available for study, but in spite of these exhortations there have been few attempts to diversify provision.

Consequently, Spanish, Italian, Russian, and even German, are gradually being squeezed out of the curriculum. Perhaps I am doing an injustice to the local administrators of our education system. They may need no persuading that the opportunity to study two or more foreign languages ought to be presented to the majority of the school population. However, it appears that crucial decisions on staffing and subject choice, such as the inclusion or not of a second language in the op-

tion system, are often taken at school level by the senior management team or simply by the Head alone.

I suspect that one of the most important factors influencing decisions like this may have little or nothing to do with educational principles or philosophy. I am thinking, of course, of the problems of teacher availability and continued supply. There is already a shortage of qualified language teachers and the situation is likely to deteriorate as the intake into initial training courses is statutorily reduced by government decree. But should Headteachers despair completely of finding and replacing specialist language staff? What steps can be taken to safeguard "minority" language studies in schools where the Head is bold enough to offer a choice of languages? In the first instance, my advice would be to look near at home. While it is true that there is not a vast army of out of work teachers of German, Spanish and Italian waiting to pounce on the first vacancy that catches the eye – not yet, anyway – there are large numbers of teachers of French who could and would teach their other specialism if they were given half a chance.

A brief glance at the qualifications of the language teachers employed in one authority would, I believe, highlight the number of joint language degree holders on school staff lists and prove that diversification of language provision could be implemented if the dominant status of French were seriously to be challenged. At one in-service course I attended a few years ago, among the 40 or so French teachers present I found over a third who had sufficient

knowledge of Italian to launch at least a beginners' course in their school.

And what of new recruits to the profession? Clearly it is in the interest of those seeking to replace specialist staff to know where teachers in training may be located. With regard to Italian, each year about 300 students graduate with Italian as whole or part of their degree description. By no means all of these contemplate teaching as a career, but quite a number of them seek places on PGCE courses. Following the 1980 joint DES/ATI Colloquium on Italian in Schools I undertook to survey the teacher training institutions annually in order to ascertain the numbers and location of potential Italian teachers. Armed with this information the ATI has intervened on several occasions to prevent the phasing out of Italian in a school. It is a useful addition to the Employment Register which is also part of the Association's function.

In the 1980-81 survey I discovered at least 51 PGCE students who could offer Italian as part of their teaching profile. The pattern for the current year is likely to be similar. Departments and colleges where these students may be found are listed below. The publication *Italian in Schools* (available from CILT) containing similar information has been sent to Advisers and CEOs in every local authority. It is hoped that Heads will not automatically dismiss as impossible the task of replacing a departing Italianist but will seek advice from county education offices or the Association of Teachers of Italian.

Other initiatives have been taken in an attempt to provide a better



Photo: Joanna Blay

supply of Italian teachers. For several years the Italian Department of the Cambridgeshire CAT has provided an in-service course for teachers with qualifications in other languages. After a year they will have reached a level of competence enabling them to initiate courses in schools in the area.

Similar projects at the West London Institute of Higher Education and at the Mabel Fletcher Technical College, Liverpool, are now entering their second year. Recruitment is good and the organiser in Liverpool reports real success after the first year's experiment – success being measured, of course, by the number of participants who return to schools and create a slot for Italian on the timetable. In all these cases the I.E.A.S. support is invaluable. With the cooperation of the authorities and the enthusiasm and support of colleagues in further and higher education, these local projects could be replicated in many other areas.

Some years ago I saw an exciting film about a gang of British crooks making a massive raid in broad day-

light in the main street of Turin. The highlight of the plot was the daring escape through an amazing network of back alleys and "gallerie" involving some hair-raising driving in Minis. The film's title was *The Italian Job*. If we can plug the escape routes and police the area more efficiently perhaps we can prevent any more Italian jobs being pulled, or pushed, out of schools.

Probable location of PGCE students with Italian: 1981-82:
 UDE: Aberystwyth; Bangor; Bath; Bristol; Cambridge; Cardiff; Luton; London; Keele; King's College, London; Leeds; Liverpool; Manchester; Oxford; Reading; Swansea and York. Colleges: St. Martin's, Lancaster; Dundee; Jordinhill, Glasgow; Keswick Hall, Norwich; Moss House, Edinburgh and Notre Dame, Glasgow.

Bob Powell is Lecturer in Education at Bath University. He is General Editor of the *ATI Journal*.

extra

Spelling without tears

By John Bald

Spelling is a big obstacle for people learning a foreign language. The techniques and information which have served to build up spelling competence in the first language often do not seem to apply and the problem is, of course, worse for those who have not learned to spell in their own language. The student must have a way of dealing with foreign words in order to bring them under control.

The method described in this article is simple, but is not new. It has been developed in this country by Dr Margaret Peters and is based on earlier work done in the United States by Grace Fernald. It is being used with increasing frequency for spelling in English in a variety of schools, and children find it helpful. It is not, however, generally known to teachers of modern languages, and has been slightly modified in this version to take account of the particular requirements of French.

The method: Look, Cover, Write, Check.

Much anxiety can be taken out of spelling if pupils are given a simple approach which allows them to overcome their errors at their own pace. This method is unlikely to conflict with any approach to the teaching of writing or take up much classroom time.

First, any errors in spelling are indicated by the teacher – selectively if necessary. The child then looks for or is given the correct spelling of the word and enters it into the back of a book or into a separate notebook. They look hard to try to form a clear picture of the correct spelling. They then close the book, write the word once without looking at the correct version, and check back. If the word is still wrong, they look carefully to see why and then make another attempt.

Where a child's spelling is very weak, it will probably be best to indicate one word in the first instance and to let them concentrate on getting it right. The feeling of success which this engenders – and I have not yet known it to fail – is a tremendous boost to a child's confidence. For other pupils, the number of errors to be indicated is a matter for the teacher's discretion, as will be the means used to establish the correct version of words mis-spelled. Some children will be able to use a dictionary without trouble, while others may have to be given the word by the teacher. In either case, the principle adopted in adult literacy work, where an error is not indi-

cated unless the teacher can provide some means of learning the correct version, is a useful one.

Looking at a word this way brings the child to think specifically about what they need to do to spell it correctly. Often there is only one small error to correct, but the child cannot do this until they see precisely what it is. Further use of the word in the normal course of writing is then essential to reinforce the correct form. If children do not need to write a word, there is no real reason for them to remember how to spell it.

The effect of this approach is more than simply cumulative. As words are picked out and studied in detail, the underlying patterns in the orthography of the language begin to stand out as they are observed in individual words. In English, for example, the words: cough, through, enough; although, thorough, have different sounds but all contain the group of letters "ough". This pattern is apparent when we look at the words but not when we say them. In other words, the sound of a word on its own does not always tell us how to spell it, even in our own language.

Once this point has been made clear, pupils are more likely to understand such patterns as the "ieux" in: *fureux; curieux; précieux; sérieux; and mûdieu*.

The pattern, once learned, helps the pupil to spell a considerable number of words and has the advantage of being more phonetically regular than the English pattern quoted above.

The work is not, however, to be presented to the pupil in this form. The essence of Grace Fernald's approach is that words are learned as they are required by the pupil for his writing. The child then perceives the patterns for himself as he encounters them in the words he uses.

Grace Fernald made only a slight change in her method to cope with the additional problems posed by foreign languages. Instead of beginning with a word, she would present a child with a short sentence such as: *J'ai le livre*, which would be given and reinforced orally by the teacher, and then written and pronounced by the pupil. The meaning of this sentence is simple, but there is a meaning whereas a word on its own might not have any. The child thus encounters meaning, orthography and pronunciation at the same time.

This modification enables the pupil to cope with spelling difficulties inherent in the grammar of a language as well as with structure of individual

words. This is essential in dealing with an inflected language. In French, for example, an approach limited to single words would leave unresolved the following problems:

- adjectival agreement where this affects spelling
- verbal inflection
- gender
- recurrent combinations of short words such as: *il y a, Est-ce que, Qu'est-ce que c'est*. These are part of what Grevise called *l'orthographe de règle*, in which the spelling of one word is influenced by its relation to others. If this is to be handled, then a word must be dealt with in conjunction with the other words which affect its spelling. The pupil must, therefore, use Look, Cover, Write, Check with a group of words rather than with a single word. It will probably take a lesson to present the technique to the pupils and then perhaps five minutes each time work is returned to keep it going.

In Grace Fernald's own work, the approach described here forms part of a comprehensive method of modern language teaching. There is, however, no reason why it should not be used with almost any kind of French teaching which includes writing. The only writing activity with which it is incompatible is copying. Copying is often resorted to with supposedly less able pupils as being the only way to get them to write. In fact its effect is to ensure that such pupils never learn to write as they are always dependent on having something to copy.

Grace Fernald's book was published in 1943. It is still in print and her name is quite widely known, although the detail of her work is often neglected. The claims which she makes, however, have never been refuted and Dr Margaret Peters has had outstanding success in her adaptation of Grace Fernald's work to teaching spelling in English. Work in French has so far been confined to a few pupils, but they have found it helpful. There is every indication that it could help us to solve one of our problems.

Books
 Grace M. Fernald, *Remedial Techniques in Basic School Subjects* (McGraw, 1943); Margaret L. Peters, *Diagnostic and Remedial Spelling Manual* (Macmillan, 1975); Maurice Grevise, *Le Bon Usage* (Hatier, 1964).

John Bald works at the Reading and Loughborough Centre, Colchester Institute, Clacton, Essex.

What do we expect?

John Galley outlines the forthcoming JCLA course-conference programme

No subject in the curriculum has more problems than languages. We may claim that more pupils start to learn French than ever before: an estimated 90 per cent of the school population against about 30 per cent of only 20 years ago. But two thirds of three quarters of the number drop the subject at the first opportunity after only two or three years with little to show for the effort except, perhaps, a sense of frustration for the rest of life.

Why the failure? Apparently unrealistic syllabus and aims? Teaching geared only to the able pupil or to a methodology more appropriate to a dead language? Is it the traditional English aversion to speaking a foreign language or is language learning just impossible for the average child? For the average English child that is, since there seems no problem in attaining satisfactory levels of performance in other countries.

In a situation demoralized by the drop-out rate what chance has the second foreign language? Russian

courses hardly exist outside the independent schools and there, too, they are disappearing. Spanish may well maintain its place, German has possibly strengthened its position but Italian could easily go the same way as Russian. And yet Britain's urgent need for a variety of languages, particularly for communicative skill at all levels, as a necessity for economic survival in the fiercely competitive markets of the eighties, has been stressed again and again, recently, in conference after conference initiated by the work of the British Overseas Trade Board Study Group on Foreign Languages – the Study Group chaired by the Duke of Kent.

Positive solutions to the crisis will be proposed and discussed at next January's Joint Council of Language Associations course-conference with the Department of Arts Education at the University of Warwick. For the last few years the problems have dominated this annual get-together, the only annual combined event of the different associations – the Modern Language Association, incorporating the Association of Teachers of

German, the British Association for Language Teaching, and the three Associations for Teachers of Spanish and Portuguese, Italian and Russian. This year the enthusiastic advocates of the many ventures put forward at recent conferences to promote a continuing and guaranteeable motivation, reassuring the pupil of his ability at each stage, will speak with the confidence of an established success. The attainable objectives, within a defined syllabus, of Graded Tests, will have the solid experience of schools in Oxfordshire, the East Midlands and the West Midlands.

A coherent and widely acceptable methodology has been achieved and the pupil's certificate for each successive level could now easily become one for national agreement. Camden High School for Girls will speak on the diversification of the language teaching programme – further illustrating the exploratory study of languages other than French in the secondary school – by the Schools Council, completed this year, and now obtainable through CILT.

continued overleaf

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By Philip Lewis

Bel ons in Deutschland 2. By Donald Richards. Pupil's book £3.50.

Deutsch für Junge Leute 1. By Roland Schäpers. Verlag für Deutsch. Distributed in the UK by European Schoolbooks Ltd. Pupil's textbook £3.75. Pupil's German-English glossary £1.25. Teacher's book £3.95.

Otto 1: Otto ist ganzig. Otto 2: Otto ist gerig. Otto 3: Otto ist großigig. By David Craig. Edward Arnold £1.25 each.

Donald Richards reminds us in the teacher's book to Part 2 of this course that the aim is to provide language material from which the whole of the CBS can be made progress. Bearing in mind the percentages of general intelligence covered by this band, a wide variation in actual achievement is inevitable. The success of this ambitious enterprise must therefore be measured both by the potential profit to those in the lower ability range and the scope for rapid progress by those who learn more easily.

Part 1 placed emphasis on comprehension and participation in elementary situational dialogues. Part 2 continues this approach but also introduces formal grammar in very easy stages, with detailed explanatory notes, a wide variety of examples of usage and exercises skillfully designed to assess the rate of absorption. The basic pattern of the eight units is a text, comprehension questions in English, lengthy grammar notes, oral practice, role-playing, written exercises and "personal" questions. These units are followed by an alphabetical list of words and phrases used in the texts, consolidatory grammar and supplementary texts with exercises. The vocabulary at the end covers the words introduced in Book 1, new words being listed in German only at

the end of the two sequences into which the book is divided.

The final part of this course is yet to be published, but so far Books 1 and 2 represent a remarkable effort on the part of the author. Despite the complexity of the task, Donald Richards has presented two-thirds of a course which, probably for the first time, really does cater for and hold the interest of the wide ability-range for which it is destined.

Deutsch für Junge Leute 1 is the first part of a three year course to O level, devised and produced in Germany. The presentation is of the highest standard which is inevitably reflected in the cost. The pupil's textbook is lavishly illustrated in colour and, according to the publisher, stems from a "sensible blend of the best of traditional and modern methodology", a claim that is justified by its stimulating contents, novel presentation and meticulous clarity.

Schools which can afford the course and whose pupils are above average O level ability (there are no concessions to the weaker brethren) should study carefully the books so far produced.

Some may complain that too much valuable space is devoted to the colour photographs, but in fairness all the illustrations are relevant to the activities of the young people with whom the texts are concerned. Four youngsters meet on the day before a sailing course begins and later return to their homes and schools, the focus of most of the episodes. There are no concocted and unlikely adventures, only the conventional social interchange of intelligent young people. The language is straightforward and just sufficiently idiomatic and the exercises so planned that there is adequate repetition of the individual grammatical points.

The textbook itself (obviously intended for other nationalities as well as our own) contains no English, but the Grammar and Glossary handbook includes, in English, a sum-

mary of the text, translation of words and phrases and a résumé of the grammar introduced in each of the 20 episodes. Inverted word order figures in the very first lesson, setting the pace for a demanding course. In episode nine there is a discussion of the merits and demerits of Frankfurt and a few pages later (*Warum schreiben sie bloß nicht?*) we read a letter that will be the envy of all beginners. The teacher's book, though beginning with an erudite summary of the methodisch-didaktische Konzeption leaves nothing to chance and gives a very lucid exposition of every stage.

This course is an obvious choice for language schools: for other which can afford it (and have the right standard of pupil) it will be a source of both profit and delight. The only question is will it be directly to the type of papers set in GCE?

The three comic-strip Otto booklets of 48 pages each are intended for reading matter for beginners in their first year of German. They portray the adventures of the lay-about, but equally outrageous and scheming friend Gertrud, the underpaid, overworked and diminutive baker Brum and Erika, Otto's exploited but selflessly figure as large as the drawings in the amoral and occasionally tasteless episodes, each of which is followed by a series of exercises, largely based on comprehension of the stories.

For vocabulary purposes each book is divided into two halves in which all new words and phrases are listed with English translations. For term beginners would find much of the vocabulary in Otto 1 too difficult to absorb at such an early stage. The same reservation applies to the more sophisticated language and vocabulary adventures which too much of the young beginner.

Foreign languages and chips

"Communication skills in Modern Languages at School and in H.E."
Conference report by Alan Moys

Although the teaching of foreign languages in Britain is still beset by the bookish preoccupation of the classic tradition, increasing numbers of teachers both at school and in higher education are emphasizing communication skills in their teaching programmes. At a conference of 100 teachers from schools and higher education at the University of St Andrews heard.

In his opening address to the conference, organized by the Centre for Information on Language Teaching and Research (CILT), Professor Samuel Taylor, of the department of French at St Andrews, called for a national policy for languages covering all levels of education, in an attempt to reverse the decline in the fortunes of modern language teaching in recent years.

There were pleas from successive speakers for more emphasis on the active communication skills in language courses. It was too easy for language teachers to view language as an artefact to be studied or as mere rehearsal, with the result that in the classroom, learners frequently had little opportunity to attempt genuine communication.

If the clock on the wall reads 3.30, and if both teacher and learner can see it, there is little credibility in the teacher asking *Quelle heure est-il?* since both teacher and learner know the answer, and the learner can only conclude (rightly) that the teacher is interested in the form rather than the message. The view which was

powerfully urged at St Andrews was that, while such drill-like activity may have a place, it should never be allowed to dominate language teaching as it so often does.

The conference heard of the positive response from pupils to recently developed courses with a communicative emphasis, such as the Scottish *Tour de France* materials and the *Eclair* course produced by the ILEA. The widespread development of the graded objectives movement in foreign language teaching draws much of its inspiration from a determination to express language learning targets in more accessible and practical communicative terms.

It was agreed that at both school and university, there was a strong case for more students continuing to study languages as a support subject, as an essential component in the education, both personal and vocational, of would-be specialists in other fields. Like chips, said Professor Taylor, languages should be taken with everything.

In this respect, the picture was similar in both Scotland and England. A. B. Giovanazzi HMI, from the Scottish Education Department, said that, while the total number of pupils taking SCE O grade in a foreign language had been increasing in recent years, the number of those going on to the higher grade next year has regularly decreased.

Experience suggests that the drop-out is most marked among pupils

aiming at a career in applied sciences, technology, engineering and business. The ultimate consequence of such a situation is that our education system in Britain is producing trained personnel in a wide spectrum of disciplines who have no significant command of a foreign language. An encouraging response to this deficiency has been the involvement of modern linguists in a project sponsored by the Scottish Consultative Committee on the Curriculum, under the title "Education for an Industrial Society" the report of which has been published, includes recommendations for a non-specialist sixth form course.

The conference also heard of alternative A level syllabuses in foreign languages designed to enhance communication skills, and of successful attempts in a growing minority of universities to establish communicative language courses in the face of the traditional resistance from existing literature-biased departmental traditions.

If any sustained shift of emphasis towards communicative skills is to be achieved, teachers in training will have to shed the bookish attitude which they had acquired in school and higher education. This, in the view of Alan Hornsey, of the London University Institute of Education, was the most crucial role of the teacher educators. R. M. Johnstone, of the University of Sterling, offered a valuable checklist of the essential components which in his view characterize and distinguish communicative language teaching:

- unpredictability;
- personalisation (ie pupils talking about themselves, instead of an imagined French friend);
- using the foreign language for all or almost all purposes of classroom organization;
- setting compound language tasks that challenge learners to solve problems;
- initiation language as well as response language;
- interaction;
- the importance of guessing;
- differential error handling;
- introducing events outside the course, as certain important elements of communication cannot be dealt with by published materials;
- the primacy of monolingual foreign language episodes;
- the parallel with mother talk;
- body language;
- talking to oneself.

Above all, communication is not just an end product, such as the ability to perform in a foreign language a number of specified tasks in a particular way; it is also an essential part of the process that leads to this product.

There has in the past been all too little purposeful and professional interchange of ideas between teachers of languages at school and in higher education. This conference served as a reminder that such contacts are developing and are proving increasingly fruitful.

(Further details of this conference and the work of CILT from the Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1, Tel: 01-339 3626.)



Communication skills in action in an Italian class

Photo: Joanna Page

WHAT DO WE EXPECT

continued

In deciding on the theme, *Languages: What do we expect?* for the January course-conference the JCLA and the Warwick Arts Education Department were prompted in part by the acute problems of the inner city school raised in last year's IIMI Report on *Educational Provision by the ILEA*. Under-achievement was a major concern in the report and this is, no doubt, a basic language problem in the country, as also the comment that little of the foreign language was used in the classroom. Walter Morley, ILEA Staff Inspector for Modern Languages, will give responses to these and other current modern language issues.

He will be supported by Denise Phelps of the Sidney Stringer School, Coventry, one inner city school where languages are amongst the most popular of subjects, on the main issue of raising standards and expectations. Languages for industry will have a key speaker from Sheffield manufacturing interests. The urgent accompanying need, while we wait for definition and establishment of the Intermediate Level, to encourage the non-language specialist to continue with his O Level language in the sixth form, will have an account by David Morris, MLA Chairman-elect, of Allerton Grange Comprehensive School, Leeds, who has been involved in the Leeds AO project. FLAW (Foreign Languages at Work), one outcome of the BOTB Study Group, a profile assessment not an examination, currently

being tried out in sixth forms the term, will have its first airing.

Some 300 members of associations and non-members attend at year. The Warwick meeting will allow major debate and, in particular, at this crucial time, formal solutions on what language teachers will expect from the new 16+ and any decisions on the core content of A Level or any A Level alternative syllabus. The course-conference will open on January 2 with discussion of these issues, introduced by Michael Buckley, Chairman of the National Curriculum Working Party for French 16 plus, and Gordon Dobie, chief examiner of the London A Level syllabus B. With numbers of entrants for languages static or declining for years for these traditional goals of secondary education, while other subjects steadily increase, this particular issue is life or death for languages.

Working-training sessions will include the opportunity to use microcomputers for language teaching. There will be a major exhibition of language teaching materials put by the Educational Publishers Council. And the two day event, concerned throughout with pupil and teacher expectation, will conclude on January 4, with a parent exposition what the average parent expects. (Details of the Course-Conference January 2-4, 1982 may be had from Julia Khan, Department of Art Education, University of Warwick, Coventry).

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Business Manager: Mrs. E. A. Dyson, Glastonbury, Fernbrook Road, Painsmawr, Gwynedd.



Computers have always enjoyed a particularly close relationship with music, if a somewhat frustrating one, for although musical processes must seem like a quantifier's paradise to a systems analyst, the secret of musical quality remains as illusive as ever. However, this somewhat philosophical problem appears not to have overtaken either the composers, technicians or recently, educators who have brought computers into music. Perhaps this is just as well, for computer assisted sound generation is turning out to be exciting and musical. Computer assisted music instruction, however, could prove to be a different matter.

Music learning programs on computer have been pioneered largely in the USA (the National Computer for Computer-Based Music Instruction was founded as far back as 1973), and they are now relatively widely used in universities and even schools. Companies such as Apple, active in the education and domestic markets have available a range of programs which aim to teach ear training, theory, composition, dictation, analysis, history and even music appreciation.

Development in this area must have been encouraged by the increasing advocacy of competency-based music education by teachers who see the production of measurable results as a means of ensuring financial provision for the subject. Competency-based and computer-assisted music education are, to all intents and purposes, the same thing - indeed, the efficient teaching of musical 'competencies' on a large scale is really only possible by means of interactive computer programs, especially those which supply immediate corrective feedback.

It is in the area of literacy skills

where most research has been done, although developing straightforward aural skills is a much less complex task and possibly more beneficial in the long run. Where the computer comes into its own (in this, as in any subject requiring the acquisition of literate or intellectual skills) is in the provision of graded series of drilled exercises which the student can tackle at his own pace and at a suitable degree of difficulty.

In music, these drills are mainly associated with recognition of melodies, intervals, harmonies and rhythms, with writing them down by dictation and more simply, with the identification of notation in various clefs. Computer programmes have had proven success in teaching all of these aspects, which can be considerable bugbears for the class teacher at any level who is trying to work to an examination syllabus.

Moreover, it is already proving more cost-effective to use computers for such tasks - given that they are deemed important in the first place. One serious drawback however, is the lack of opportunity for internalizing aural and visual sensations of sounds by means of physical movement - playing an instrument or singing, for instance. The likeliest means of voice detectors or synthesizer keyboards, are very expensive.

This interfacing problem needs to be tackled more successfully if computers are to have any real advantages for the sensory-motor aspects of music education: there seems to be little evidence that aural/analytical skills perfected at the computer, transfer effectively to instrumental practice.

If lack of transfer of skills to practical applications is a potential problem not yet sufficiently investigated, mis-directed motivation seems to be positively welcomed. One danger of placing too much reliance on an efficient, highly motivating self-learning system which is almost totally isolated and self-contained is that the student may be induced to practise the techniques for their own sake - a state which might perhaps be known as the "Space Invaders Syndrome". There is no guarantee, however, that multi-clef wizards, interval op-eratives or dictation cyphers will

actually become better musicians as a result. But in spite of the caveats, computer-based music instruction offers many advantages in terms of efficiency and indeed cost, especially where relatively large numbers of students have to achieve measurable proficiency in certain basic musical skills.

In the USA during the past decade, nine universities have developed learning systems initially on large-scale computers, while at least one has now transferred its material onto microcomputers. The areas dealt with have included Performance (articulation, phrasing and rhythm), Fundamentals (including the staff, clefs, intervals, chords,

the strong linkage of sound and notation, the high degree of audio-visual feedback and the ease of student interaction which can be accomplished through touching a sensitive display screen, thus obviating the need for a complex typewriter keyset incorporating musical notation. The programmes (intervals, melodies, chords, harmonies and rhythms) operate in two modes: a drill-and-practice one, where GUIDO plays about what he hears and a heuristic one, where the student sets up his own musical patterns and GUIDO plays the results.

In the intervals program, for instance, the screen will display a row of boxes with the names of selected intervals (determined both by the student's own level of progress and predetermined if necessary by a tutor). In the drill mode, the computer will play an interval and the student responds by touching the appropriate box; in the heuristic mode, touching a box elicits the required interval from the computer. There is provision for harmonic or melodic sound, for example, for fixing the top or bottom note in a series of examples, for repeating the notes and for altering the duration. Other programmes include scale displays or optional sol-fa operation. From a pedagogic angle, GUIDO's strong point is its facility for allowing the teacher to tailor progressions to suit the needs of individual students, each of whose programs will in certain minor respects be unique. Thus the teacher retains both a degree of control and an efficient means of monitoring progress.

Sadly, the GUIDO system is unlikely to alleviate the notorious haphazardness of ear-training in this country's schools, but there are alternatives, the most promising not even employing a conventional micro-computer. TAP teaches rhythm skills using a simple two-track cassette system. On one track, the student hears on headphones a music score; he reads an accompanying "percussion" part by tapping a button on the TAP machine.

This compares his response with a correct series of pulses on the second track, and when he is right he hears

Medieval Settings

by David Birt

The English Medieval Town by Claire Clay
Focal Point Audio Visual Ltd, 251, Copnor Road, Portsmouth Hants PO3 5EE. £7.25 + VAT

The fifty-one double frames explore extent remains of medieval towns and cities. Headings include: town sites, town plans, trade, crafts, homes, possessions, the streets, fortifications, the church, agriculture and the close of the Middle Ages. The maps and diagrams are unusually clear and bold, with colour skilfully

used. Many photographs are refreshingly unsterilized and appear specially commissioned. In addition, the publishers include self-adhesive mounts for converting the filmstrip into a slide set if required.

On closer inspection, the good initial impression melts gradually like butter. The selection of photographs is strangely parochial: there are many views of Southampton, Salisbury and Winchester, but none of Chester or Durham. The wide-ranging headings reveal little of substance: "possessions" is illustrated by two photographs showing a pot and a jug; "agriculture" is covered by a single view of Hexham; the "homes" section omits any view or mention of the widespread cob construction although examples still exist.

The accompanying 12-side booklet has a lower-case title and misuses

"like" throughout. Any hope of lively trendiness is dispelled by the thick and pedestrian text which manages to combine a simplistic approach and convoluted syntax. This makes the booklet unsuitable either for reading aloud to a class or as a mine of information for the teacher. Ambiguities abound: it appears that William I was responsible for the spur of urban development in 1100.

Two practical points make for difficulty. Vertical frames are mixed with horizontals, requiring frequent rotation of the projector lens. Also the frames are not numbered - except in one case where the page number of a poor Victorian redrawing has been included by mistake.

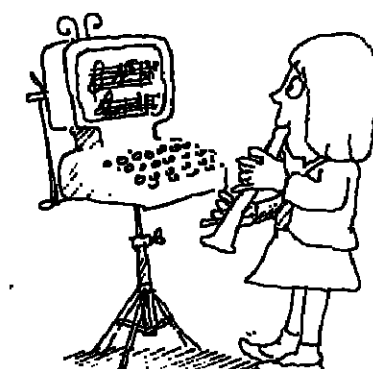
In view of the existing wealth of excellent filmstrip material on the topic, the price asked for this amateur effort is high.

Western values? And in that case, does Western Christianity need to be distinguished from the teachings of Jesus?

What about the implicit racism of many white churches? And the double prejudice faced by Asian Christians - as Asians first, and then as Christians - from pink as well as brown people in Britain?

Such questions are not taken up by the discussion material accompanying the filmstrip; but other questions are presented, in three formats: for classrooms, multi-faith older groups, and churches. If not finally satisfactory in content, an unusual subject is presented here with style and verve.

Prabhu Gupta



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Does school hurt?

Victoria Neumark on 'Multi-Cultural Education'

CONTINUING EDUCATION
Multi-Cultural Education
BBC 1 from October 11 at 10.10 a.m. Repeats from October 12 at 4.15 p.m. on BBC 2. 10 programmes.

Teachers' notes available free. *Multi-Cultural Education* (book), BBC Publications, 35 Marylebone High Street, London W1M 4AP. £3.75.

Multi-cultural education - both the need for it and the forms it should take - is a sensitive and complicated question. Whether the social injustice experienced by ethnic minorities and the new realities of a developing "global village" indicate that Britain should break with the precedents of all other nation-states and attempt to give some sort of parity to minority cultures within its own. Is it pedagogically possible or preferable to teach from a wide variety of viewpoints? Does the emphasis of difference exacerbate friction?

Is it really possible to teach divergent cultural values to people who must live in one societal organisation - for it is nonsense to pretend that, say, Islamic values are the same as establishment Christian ones. Is such education the right way to make British society truly inclusive of those ethnic minorities? Perhaps most of all, what form should multicultural education take? By concentrating on a "case studies for discussion" format, John Twitichin, the producer of the BBC's new in-service support series, passes over all these questions save the last, concentrating on giving examples of practice rather than discussing the fundamental issues on which practice must be based.

The series will therefore be confusing for the viewer who, alone or in small groups, is groping towards a multi-cultural approach. For more organised groups, especially if mediated effectively, the series can be an invaluable resource in a field as yet shamefully little covered. Inevitably, some of the programmes are better than others. The first, "Anglo-Saxon Attitudes", is not one of the most successful though its subject - the creating of multi-cultural appreciation in all-white schools - is significant, and suggests the scope of the multi-cultural method. The second and third programmes, "A Primary Resource" and "Your Community School", show examples of primary education which build on the pupils' own culturally mixed backgrounds.

"Languages for Life", the fourth programme, is excellent and convincing. By demonstrating the educational success of mother-tongue teaching of infants, juniors and O level students it makes a clear case for making every mother-tongue, as Professor Russell of the School of Oriental and African Studies says, "part of the everyday intellectual furniture of the school". The passion

with which speakers from ethnic minorities proclaim the validity of their language and culture might make us think again about our possibly unquestioning assumptions of the mantle of Empire.

"School Report" and "Teacher, Examine Thyself!" are also about the self-questioning which the dawning of "racism awareness" brings. They are discussion programmes. "School Report" presents the results of a three-year teachers' working party on multi-cultural education at a secondary school in Manchester; and "Teacher, Examine Thyself!" shows Bradford teachers reviewing their own attitudes in a i.e.a. workshop. It is important to remember here that guilt, whether at well-meaning "tokenism" or at out-and-out bigotry, is irrelevant. It is not too late to change injustices.

As Suad, a Moroccan girl in the seventh programme "Does School Hurt?", says, "Teachers must face the fact (of racism). They live with it daily. They must do something about it". This programme, in which pupils from different ethnic groups talk about their mostly unpromising experiences of school, is probably the best. Children have a directness which puts the issue on a pragmatic human plane: "Names hurt sometimes. Teachers always say 'sticks and stones...'. It's not just names but taking the mick out of your culture" (Note the racist idiom in that Cypriot boy's speech); "Sometimes I think, have my parents got something missing?"; "Even teachers, they think White is Right, in history". The programme is well summed up by a visiting Trinidadian teacher who links the lack of "caring" in the school with discipline problems: a vicious circle of mistrust.

The eighth programme, the last specifically made for the series, is on "Education versus Prejudice" and looks at ways of countering racial prejudices. As this set of examples is not really helpful, for by showing only the successful use of simulation games, factual discussion and multi-cultural exposure (successful trip to the samosa shop) it fudges the real difficulties. If facts and games alone could destroy hatreds, the world would be an easier place. Still, some potential strategies are displayed - not perhaps as graphically as in the exemplary *Our People* series produced by Thames, but with more classroom applicability.

The last two programmes in the series, "Great Expectations" and "Multi-Cultural Swap Shop" are re-produced from the same producer's *Multi-Racial Britain* series. Like the series, the book is a useful resource, but it does try to cram too many ideas, addresses, personal accounts and guidelines into too small a compass. Of all the contributions, Dr Bhiku Parekh's article on "Sympathetic Imagination" and the Multi-Cultural Curriculum" cannot be too highly recommended.

Dominant characteristics

FILMS
People Living in Other Lands
16mm, colour, sound. Approx. 10 minutes each. Eight films: Egypt, Borneo, Greenland, Alaska, Java, Iran, Kenya, Thailand.
Distributed by Rank Aids Educational Services, PO Box 70, Great West Road, Brentford, Middx. TW8 9LR.
Rental: £9.95 + VAT each; purchase: £92 each.

Produced by Educational Film Exchange, Japan, each of these eight films picks a land which has been fundamentally shaped by a single dominant characteristic of the environment: arctic Greenland and sub-arctic Alaska, the flooded plain of Thailand and the rain forest of Borneo, Iran's arid plateau and the river valley civilisation of Egypt, Java's farmland and Kenya's grassland. In each case the geographical, climatic,

and biological surroundings are established before the film investigates how the lives of the inhabitants have been affected by the environment.

The countries are cleverly chosen; they are relatively little known, and this must add to the attractiveness of the films. And they are astutely arranged in pairs to facilitate comparison in each of the four broad categories of environment chosen - in the case of tropical climates, for instance, both Borneo and Java have high temperatures and incessant rain. The Dyaks of Borneo, however, live by hunting, fishing, and growing vegetables and cereals in their migratory slash-and-burn jungle clearings. The Javanese live settled agricultural lives, growing rice, coffee, and rice as well as on the hillside plain have been terraced for irrigation and conservation.

In Greenland, life is possible only

Questions of poetry

by Roy Blatchford

ETV
The English Programme. Poetry Unit.
Monday 10.21-10.46; Tuesday 10.33-10.58.
Thames for the ITV network.

Following highly acclaimed and successful seasons with culture, minorities, language and drama for teenage audiences in schools, this term's *English Programme* opens its account by turning a characteristically sharp, jaunty "alternative" focus on the much debated question of poetry - performance and analysis - in the classroom.

In the first programme "I See A Voice" Adrian Mitchell quietly confided: "There's a place for intellectual poetry but a lot of us aren't intellectuals - and we need poetry too". A few sequences later the lachrymose voice-over of poet John Cooper Clarke announced that he started writing poetry at school "initially as a professional character assassin". In the accompanying anthology Michael Rosen asserts that "poets are comedians, teachers, smartypants, nags, hecklers, orators, teachers and thinkers".

In establishing an underlying philosophy for the unit as a whole, producer and director Paul Kalfas seems to have opted deliberately in "I See A Voice" for wide definition of what constitutes poetry. In a brave attempt to determine just what it is that crushes the poetic sensibility in youngsters Adrian Mitchell advances the theory that the shades of the prison-house lead to a little "wing-amputation".

The compelling contrast film of Cooper Clarke helters-skelters (expletives deleted) his way through a rendering of the punk anthem "I Married a Monster from Outer Space" in a seedy barn of a London pub perhaps reminded viewers that poetry is made of sterner stuff than Mitchell allows.

A series of images of gravesites, birthday cards, graffiti and street hoardings, a look at the Wranglers Jeans jingle came into being, could destroy hatreds, the world would be an easier place. Still, some potential strategies are displayed - not perhaps as graphically as in the exemplary *Our People* series produced by Thames, but with more classroom applicability.

The last two programmes in the series, "Great Expectations" and "Multi-Cultural Swap Shop" are re-produced from the same producer's *Multi-Racial Britain* series. Like the series, the book is a useful resource, but it does try to cram too many ideas, addresses, personal accounts and guidelines into too small a compass. Of all the contributions, Dr Bhiku Parekh's article on "Sympathetic Imagination" and the Multi-Cultural Curriculum" cannot be too highly recommended.

audience were true to the usual *English Programme* format.

But if this first transmission stayed close to what we have come to expect from the production team at Thames, programme two "Questions of Love" (September 28, 29) moved emphatically up the age-range and disconcertingly up-market. Here we were watching a group of very bright sixth-form students performing their own poems about love against the backdrop of a glossy garden-party in the leafy suburbs and a series of snug, predilection interviews with the youngsters on questions of stereotypes, parental attitudes, musical tastes and the like.

Much of their poetry shows outstanding talent, but the director's device of having students read their own work interlarded with RSC actor Roger Rees reading the "real stuff" - love poems from John Clare to C. Day Lewis - served only to polarise the poetry of youth culture and the English Lit. tradition. Compounding the clichés of the programme were excerpts from the songs of the Beatles and Eddie Cochran - a tired choice - to accompany some banal slow-motion sequences. And concluding the clumsily-handled material we were suddenly whisked off to a post-nuclear holocaust landscape for the final love poem, a setting presumably tagged on to appeal to the recent wave of teenage interest in CND.

"Fighting Back" (October 5, 6) aimed to show how poetry can be used to resist injustice, dipping into Linton Kwesi Johnson, W. H. Auden and Dennis Brutus' verse of jail and exile in South Africa, while "Images of Dockland" (October 12, 13) follows a school project in which a class of teenagers visited London dockland and came to understand how a poet's choice of imagery depends on knowledge of, and attitudes to, a particular subject. The final programme this half term centres on "War" (October 19, 20), usefully drawing from the writings of the Second World War - Henry Reed, Alan Ross, Keith Douglas - rather than the over-anthologised 1914-18 period.

The *English Programme's* Poetry Unit offers a creative and critical package that extends well beyond the five 25-minute television slots. Rosen's excellent volume "I See A Voice" takes the form of both an anthology and a commentary and is readily accessible to more able students of fourteen upwards. The teachers' notes include two essays, by Graham Martin, Professor of Literature at the Open University, and Michael Rosen, both of which offer stimulating comments on the functions of poetry and social attitudes to poetry in schools, which teachers can use as starting points for sixth-form discussion. A poetry competition for 13-18s is being run in conjunction with the series.

by Prabhu Gupta

where tent-dwelling nomadic tribes raise sheep and goats, while the oil deposits of the south-west have transformed the thirteenth century capital, Tehran, into a modern city. The elevation of Kenya and its proximity to the sea modifies its temperate and produces the savannah or grasslands in which Masai tribesmen raise fatter goats as well as cattle, and the Kikuyu live settled agriculture.

It should be evident, then, that there are several ways of coupling these areas for comparison and contrast; and that these films, while primarily of use to geography teachers, will also be of interest in social studies. They will have the incidental benefit of showing that foreigners, in all stupid, backward ways, are not as they work hard in the light of their values and information to try to fashion a life that is materially rich and culturally satisfying.

Briefings

Radio and tv
For schools

Going to Work (Monday, 9.08, 10.40, 11.40 BBC 1)

A new programme in this series for 14 to 16 year olds who are leaving school with few examination poses. "The Modern Office" features new jobs and processes created by recent technological developments.

Picture Box (Monday, 9.30, Wednesday, 9.47 ITV)

What was it like to live in the 18th century? Did people send holiday postcards? An ingenious film made up of postcards of Paris in the late 18th century transports 8 to 11 year olds back to the third republic.

Voix de France (Monday, 11.00 VHF 4)

A three part serial story "Le microprocesseur à la maison". Aimed at O level and first year sixth standard the story centres on the family of Inspector Laborde and the loss of one of his own microprocessors.

General Studies (Monday, 11.25 Tuesday, 12.05 BBC 1)

"What is poetry and who wrote it?" - the first of two programmes in the poetry attempts to show, by looking at ancient and modern verse, its relevance to young people today.

Exploration Earth (Monday, 10.00 VHF 4)

This is the first of 16 magazine programmes which will be broadcast in pairs throughout the year. It pairs up to date geographical news to help 10 to 12 year olds to explore and exploit the world about them.

Everyday Maths (Wednesday, 10.00 BBC 1)

"The Long and the Short of It" shows Sam and Mike trying to earn enough money to make ends meet. The moral is that 14 to 16 year old non-exam students should be able to handle conversion tables, the addition of decimals and the understanding of metres, centimetres and millimetres.

Nature (Wednesday, 14.45 VHF 4)
Eight to 10 year olds begin a series on "Birds in Autumn" by looking at "Town Pigeons". Where do the pigeons come from, where do they live, and what use are they to people?

The Land (Thursday, 10.26 ITV)
First examination pupils meet a "Snowdonia" to continue their study of mountains. Explores the tensions between the economic needs of the locals and the recreational needs of the visitor.

Evolution (Friday, 10.26 ITV)

Two programmes for A level students of biology on relationships. Here the structural homology of various creatures is discussed along with the parallel evolution of flowers and insects.

Religious Education (Friday, 14.30 VHF 4)

In "The Miracles of Jesus" 13 to 16 year olds study the role of the healing miracles within the Gospels and their relevance to modern life.

CE and OU

Lost for Words (Sunday, 10.30 BBC 1)

Five programmes offering help to speech-impaired people of all ages and to their families.

Ensemble (Sunday, 11.20 BBC 1 Sunday, 17.30, Thursday, 23.00 VHF 4)

A multi-media, adult beginner's course in French. Emphasis is placed on understanding and speaking everyday language. Books, cassettes and tutors' notes are available.

Television World (Monday, 15.00 BBC 2)

The first two programmes in the series look at the commercial factors involved in the presentation of American television, and the other two concentrate on crime drama on British television.

endpage



Photograph by Susan Thomas

Below: Pupils from the De la Rue School for Spastics enjoy regular drama and puppetry sessions with residents at a local hospital for the handicapped

Left: Vicky showed a particular skill with quiet, withdrawn patients who are unable to participate in any group activity

Far left: Vicky discovered that this patient, normally totally withdrawn, would converse cheerfully down a length of flexible tubing

Handicapped relations

Susan Thomas on the Sevenoaks Voluntary Services Unit which pairs young volunteers with mentally handicapped or psycho-geriatric patients



7.30 on a bleak summer morning. A fine rain fell in the hospital grounds and the patients of Ward 23 sat quietly awaiting medication and breakfast as the film crew trooped into the dining area. It is a measure of the trust built up between the hospital and the Sevenoaks Voluntary Service Unit that no effort was made to censor the filming on the day only the morning after the showing of the controversial *The Silent Minority*.

We had come to record the daily routine in the room, a locked ward for the severely mentally retarded many of whom also suffered from physical handicaps and mental illness. The director was trying to show the caring relationship between staff and patient, the pattern of life in the ward and the normal, often extremely withdrawn, behaviour of patients who had developed a real friendship with one of the visiting teenagers.

All this was to be incorporated into a training film for young volunteers. In the event it proved difficult to show a typical day. Two members of the film team, Jim Hornsby of Sevenoaks TV unit and Dave Thomas, the VSU project leader, were well known to the patients and associated with the arrival of friends bearing toys and companionship. As soon as they saw us, several patients became very excited, shouting, holding out their arms for cuddles and looking expectantly towards the door.

Some spent the entire morning waiting for the volunteers' arrival, others gave up and either returned to play with table toys or sank into apathy. A few, entranced by the lights and cameras pursued us relentlessly, examining, twisting and touching everything in sight and offering unlimited embraces, wrestling and constant, lively friendship. We filmed breakfast, ablutions and the long empty morning. In the afternoon we filmed the arrival of the fifth and sixth formers from the local schools, the patients delighted participation in the simple games and the desolate moment of the volunteers' going. A moment made more poignant by their resigned acceptance of the situation.

Ward 23, plays a small part in a VSU project funded by the Mental Health Foundation. The aim is to pair each of the young volunteers with a mentally handicapped or psycho-geriatric patient and through creative play, establish a caring relationship.

The volunteers, drawn from thirteen schools in the Sevenoaks and Tonbridge area of Kent, may themselves be physically handicapped or educationally subnormal. They are matched on a one to one basis with a handicapped person living at home, in a Care village, the locked ward of a hospital or a home for the mentally handicapped. The project relies heavily on drama, puppetry and contact games, to develop communications between the two.

Shot by pupils of Sevenoaks School, the film shows how they

make the initial contact, what sort of things they do together and how they build up a friendship. As well as being an introduction for the new VSU taskforce, it is intended for wide dissemination, for use by other groups, especially those attached to the Youth Volunteer Resource Unit of the National Bureau and schools, youth groups, teachers, doctors and nurses interested in the social education of young people and the welfare of the mentally handicapped.

There is a general dearth of resource material about handicap but this is the second training film produced by Sevenoaks television unit. The first *Mix Ups* which recently won a commendation from the newly formed Educational Television Association, concentrated on physical handicap. It shows handicapped adults and pupils from the De La Rue School for Spastics. They are seen at work and in school explaining their problems and aspirations. Now viewers see them in a new role, as volunteers working with the mentally handicapped.

The film is both reassuring and encouraging. A new volunteer sees how through play, touch and movement, it is possible to break down barriers in a situation where speech is either very limited or non-existent. I was not surprised to hear that the first copy was ordered by Darenth Hospital to introduce new friends to the Hospital.

Pupils and patients are shown bouncing uproariously on the inflat-

able, dancing to the incessant background music or just holding hands and humming gently to each other. The volunteers bring props, vacuum cleaners to blow up the inflatables and down people's legs, tubes to 'talk' through privately and knotted sheets to tie softly round each other, always trusting the other not to be unkind or frightening.

The film concentrates on two of the eight projects which are currently part of the VSU programme, Ward 23 and the Princess Christian Home, where physically handicapped youngsters spend every Monday evening with the retarded residents. Here it is puppetry and group games requiring only limited mobility, which are the means of friendship. Watching the tenderness with which a mentally handicapped patient helps his friend through a narrow doorway or into a jacket and the tact with which that friend prompts the correct answer in the guessing game it is clear that there is no way of saying who is the helper and who the helped.

The hospitals are immensely grateful for the work of the volunteer groups. "We estimate an 80 per cent drop in violence during term time", a consultant at Darenth Hospital told me "and the staff dread the long summer holidays when the patients have nothing to look forward to". This year in an attempt to alleviate the deprivation the VSU hopes to arrange for one or two weeks of daily visits in the middle of the holi-

day period. Those same volunteers who find it hard to believe that the single hour a week can have so much impact on the patients' lives, are acutely aware of the changes in their own. They say that the experience has removed their fear of the handicapped, enabled them to see the patient as an individual and made them more aware in their day to day relationships.

And the film? Is it an educational resource, a training aid or a morale booster? Jim Hornsby, whose pupils are concerned with the sound and camera end of the exercise hopes that it will be widely used by other volunteer groups and not only those concerned with youngsters. Malcolm Groves, Director of the VSU sees the making of the film as a valuable opportunity for self scrutiny for those involved "and there is the tremendous lift which comes from knowing that the world is sufficiently interested in your work to want to know more".

Perhaps, in this Year of the Disabled, Dave Thomas' comment is the most cheering "It is", he says "the first film that I know of which shows handicap in a really positive way. Others have very proper attitude of concern and anxiety, this one shows just how much the handicapped have to offer us".

Information about the films from Sevenoaks TV unit, Sevenoaks, Kent.

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Index to Appointments Vacant, Wanted and other classifications

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Scale 1 Posts

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Headships

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Religious Education

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Speech and Drama

Technical Studies

Other than by Subjects

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Heads of Department

Scale 2 Posts

Scale 1 Posts

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Headships

Deputy Headships Senior Masters/Mistresses

Scale 2 Posts

Scale 1 Posts

Appointments in Scotland

Independent Schools

Headships

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English

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Humanities

Mathematics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Science

Technical Studies

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Modern Languages

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For Sale and Wanted

Holidays and Accommodation

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Announcements

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Holidays and Accommodation

Partnerships

Properties for Sale and Wanted

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English as a Foreign Language

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Partnerships

Properties for Sale and Wanted

Announcements

For Sale and Wanted

Holidays and Accommodation

Partnerships

Properties for Sale and Wanted

Announcements

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Holidays and Accommodation

Partnerships

Properties for Sale and Wanted

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Required January 1989. Teacher
of English and COMMERCIAL
STRUCTURES (Grade 1) with a per-
centage of 10% in the sixth form
slash form courses, particularly
A-level. Ability to teach type-
writing and shorthand as well
with a knowledge of modern
office technology will be a
bonus.

In approved cases assistance
may be given towards the pay-
ment of travel expenses and
separation allowances.

Teacher with full C.V. and names of
two referees. S.A.E.
Director

SECONDARY COMMERCIAL
SUBJECTS SCALE 1

NEWCASTLE UPON TYNE

EDUCATION COMMITTEE
WALTON HILL HIGH SCHOOL
WALTON ROAD, NEWCASTLE
SUBJECTS SCALE 1 POST
A qualified teacher of commercial subjects for appointment to a post in a successful department at this co-educational Comprehensive High School.
The successful candidate will be responsible for the teaching of the subject and will be expected to contribute to the development of the subject in the school.
Applications should be sent to the Headmaster, Walton Hill High School, Walton Road, Newcastle, by 15th October 1981. 151022

TAMESIDE

METROPOLITAN BOROUGH
ST. DAMIAN'S R.C. HIGH SCHOOL
Ashton-under-Lyne
ASSISTANT TEACHER -
COMMERCIAL SUBJECTS -
SCALE 1

Possibility of a Scale 2 or a suitably qualified and experienced candidate.
Application forms available from the Director of Education, Tameside Metropolitan Borough, 100, King Street, M16 9JL, to whom completed forms should be sent by 15th October 1981. 151022

WALTHAM FOREST

LONDON BOROUGH OF
WALTHAM FOREST
The Borough is within easy reach of Central London and is a pleasant suburb. The school is a large, modern, co-educational Comprehensive High School. The successful candidate will be responsible for the teaching of the subject and will be expected to contribute to the development of the subject in the school.
Applications should be sent to the Headmaster, Waltham Forest High School, Waltham Forest, London, by 15th October 1981. 151022

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SECONDARY
SCHOOLS

HISTORY

Head of Department

SEDOHILL (2)
Sedohill Road, Croydon
Tel: 01889 4733
Tel: 01889 4733
The school is a large, modern, co-educational Comprehensive High School. The successful candidate will be responsible for the teaching of the subject and will be expected to contribute to the development of the subject in the school.
Applications should be sent to the Headmaster, Sedohill Road, Croydon, by 15th October 1981. 151022

ST. PAUL'S WAY (2)

ST. PAUL'S WAY (2)
St. Paul's Way, Croydon
Tel: 01889 4733
Tel: 01889 4733
The school is a large, modern, co-educational Comprehensive High School. The successful candidate will be responsible for the teaching of the subject and will be expected to contribute to the development of the subject in the school.
Applications should be sent to the Headmaster, St. Paul's Way, Croydon, by 15th October 1981. 151022

HOME ECONOMICS

Head of Department

BURLINGTON (2)
Burlington Road, Croydon
Tel: 01889 4733
Tel: 01889 4733
The school is a large, modern, co-educational Comprehensive High School. The successful candidate will be responsible for the teaching of the subject and will be expected to contribute to the development of the subject in the school.
Applications should be sent to the Headmaster, Burlington Road, Croydon, by 15th October 1981. 151022

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Head of Department

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Computer Studies

Herts of Department

EAST SUSSEX

COUNTY COUNCIL

LAVENHAM COMMUNITY

COLLEGE

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SOUTH PACIFIC UNIVERSITY OF THE SOUTH
Applications are invited for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the University. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

EDINBURGH
SPECIALIST IN ARABIC
ALB (International) Ltd. requires an experienced Teacher of Arabic to work in a University Department in Edinburgh. The successful candidate will be responsible for the teaching of Arabic at the University. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

Fellowships, Studentships and Research Awards

CAMBRIDGE
STUDENTSCHOLARS
The Cambridge Studentships are awarded to students who are studying for a degree at the University of Cambridge. The successful candidate will receive a stipend of £1,200 per annum and a tuition fee of £1,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

UNIVERSITY OF THE SOUTH
APPOINTMENTS
The University of the South is seeking applications for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the University. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

BUCKINGHAMSHIRE
COLLEGE OF MILTON KEYNES
The College of Milton Keynes is seeking applications for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the College. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

Adult Education
HARINGEY
The Haringey Adult Education Centre is seeking applications for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the Centre. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

YOUTH AND COMMUNITY SERVICE
AVON COUNTY
The Avon County Youth and Community Service is seeking applications for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the Service. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

Community Homes and Associated Institutes
WILTSHIRE
The Wiltshire Community Homes and Associated Institutes are seeking applications for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the Institutes. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

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BOLTON METROPOLITAN BOROUGH
PRINCIPALS (DESIGNATE)
Bolton Institute of Higher Education (Group 8)
Bolton Metropolitan College (Group 8)
RE-ADVERTISEMENT
Applications are invited for the above posts, to commence January 1982 or as soon as possible thereafter. Both institutions will be established in September 1982 as the result of the merger of Bolton Institute of Higher Education and Bolton Metropolitan College. The successful candidate will be responsible for the management of the institution. The post is full-time and involves a salary of £20,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

COLLEGES OF HIGHER EDUCATION
Other Appointments
The College of Higher Education is seeking applications for the post of Lecturer in History and International Studies. The successful candidate will be responsible for the teaching of History and International Studies at the College. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

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Could you be a teacher with a difference?

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs. During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations. Alternatively you may be teaching young Soldiers: teenagers away from home for the first time. To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, TEC and C.G.L.I. exams. Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser. You could give career guidance and resettlement training to Officers and Soldiers leaving the Army. You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.
Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer. After training, you will receive a commission with the same opportunities for promotion, and the same levels of pay as any other Army Officer. Starting salary will be between £5,950 and £8,979 depending on your qualifications and experience.

Male and female teachers.
We'd like to hear from men and women who are aged under 30 and are or at present studying at College or University. If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life. You may first want further information on pay, promotion and how to apply. A booklet covering these and many other questions can be obtained by writing to Lt. Col. D.C.J. Goodban, BSc, RAEC, Recruiting Staff, Wilton Park, Beaconsfield, Bucks. HP92RP.

Army Officer
The Army Officer is a unique role, combining the responsibilities of a teacher with those of an Officer. You will be responsible for the education and training of young Soldiers, as well as for their discipline and welfare. You will also be responsible for the management of the unit, and for the coordination of the unit's activities. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

LONDON BOROUGH OF CROYDON
YOUTH & COMMUNITY WORKER
For the Tavistock Centre, Croydon College, Croydon
Salary JNC 3, Points 2-8 (£7440 - £8283 per annum incl.)
A suitably qualified and experienced Youth Worker is required for the Tavistock Centre, Croydon College, Croydon. The successful candidate will be responsible for the management of the unit, and for the coordination of the unit's activities. The post is full-time and involves a salary of £12,000 per annum. Applications should be sent to the Vice-Chancellor, South Pacific University of the South, P.O. Box 100, Auckland, New Zealand.

LAURISTON GIRLS' SCHOOL
ARMADALE (MELBOURNE)
AUSTRALIA
PRINCIPAL
The position of Headmistress will become vacant in December 1982, following the retirement of Mrs Susan St Leon. A non-denominational independent girls' school, Lauriston began in 1801. It is located in inner-Melbourne in one of Australia's most attractive residential municipalities. Lauriston is acknowledged as one of Australia's leading schools offering education to 1000 girls from Kindergarten to Year 12 level. Its aim is to develop each student to maximum potential. It offers a wide range of educational experiences including music, drama and computer sciences. The Principal is the chief academic and administrative officer and is responsible to the School Council. Lauriston has a full-time academic staff of 94 and an administrative staff of 14. Applications are invited from persons with appropriate qualifications and experience and should include the names and addresses of at least three referees. These should be forwarded to the Chairman, The School Council, Lauriston Girls' School, PO Box 293, MALVERN Victoria 3144. Further information can be obtained by writing to the Chairman of the Council at the above address. The School Council reserves the right to appoint by ballot. Enquiries, applications and referees reports will be treated in the strictest confidence.

Leicestershire
SOCIAL SERVICES
TEACHERS/INSTRUCTORS
POLEBROOK HOUSE, Desford, Leicestershire
(A Community Home with Education for 62 boys)
With the completion of phase 2 of a major redevelopment programme, there will be 80 boys and girls in eight units, one of which will be a secure unit. The Education facilities are being extended to incorporate workshops and other practical work facilities. Teachers/Instructors are now required to make up a teaching team of eleven and applicants able to offer any of the following subjects will be especially welcome. Building/Painting and Decorating, Woodwork/Metalwork, Motor Mechanics, Home Economics, Music and Drama. Applicants offering other subjects are invited to apply because we are keen to establish a group of staff committed to helping disadvantaged young people and therefore personal qualities are more important than subjects offered. Salary Burnham Scale 1 plus £348 A.S.A. or Instructor Scale £4790 to £5757 or £5142 to £7281 p.a. depending on qualifications. Annual leave entitlement is 14 weeks per annum. Application form and further details from The Principal, Polebrook House, Markfield Lane, Desford, Leics. LE12 9JF. Closing date for receipt of applications: Friday, 23rd October, 1981. This post is open to both men and women.

Youth and Community Service
Community Liaison Worker
Whittham Youth Centre, Walthamstow, London, E.17.
A recognised professional qualification in Youth and Community Work will be an essential requirement. Salary in accordance with Burnham (Further Education) Lecturer 1 Scale: £5,034 - £8,658 plus £498 London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant. For further details and an application form, write to the Senior Education Officer for Community Education, Grayhaw House, 394 High Road, London E10 9QE. (Telephone enquiries: 01-550 0547). Closing date for receipt of applications: Friday, 23rd October, 1981. This post is open to both men and women.

Walkham Forest
The Walkham Forest is a beautiful area of woodland and heathland, covering an area of 1,000 acres. It is a popular destination for walkers and cyclists, and is home to a wide range of wildlife. The Forest is managed by the Forestry Commission, and is open to the public throughout the year. For more information, visit the Walkham Forest Visitor Centre, or contact the Forestry Commission.

BRUNEI
Applications are invited for the following vacancy:
EDUCATION OFFICER - Mathematics
Honours degree in Mathematics, PGCE and a minimum of five years F.E. teaching experience preferably including mathematics and statistics for technicians, administrative experience an added advantage. To co-ordinate and participate in the teaching of mathematics, mainly for engineering and construction courses at the Technical Training Centre, Bandar Seri Begawan. TAX FREE SALARY in range £9,826 to £15,370 (includes Inducement pay and a 25% terminal gratuity). Also payable is a bonus of one month's basic salary for each year of service. Outfit allowances, free air passages, subsidised housing, children's education allowances and holiday visit passages, generous paid leave and interest free car loan. Educational facilities for secondary level expatriate children are not available in Brunei. Initial contract is for three years commencing as soon as possible. Application form and further details from the Recruitment Unit, TETOC, 19 Dacre Street, London, SW1W 0DJ (Ref: BRU/Tes). T8349/00/00

Tetoc
MINISTRY OF DEFENCE
Service Children's Education Authority
Service Children's Schools (North West Europe)
Service Children's Schools (North West Europe) comprise 98 First, Primary, Middle and Secondary schools situated mainly in the Federal Republic of Germany. They conform in type and scope to those in the maintained sector in England and Wales and provide an education for over 30,000 children of Service personnel and Ministry of Defence civilians who are temporarily overseas. General Adviser (Primary) Salary £12,038 to £13,104. Applications are invited for the above post which is vacant from January 1982 and will be located in the Area Education Office, Munster, West Germany. This will be one of three Area Education Offices when Service Children's Schools (North West Europe) is reorganised in 1982. Applicants should have teaching experience at a senior level and some evidence of further professional study and advisory experience would be an advantage. The successful applicant will have pastoral responsibility for a group of schools but will not have specialist expertise in the education of children aged 5-9. Duties will include the promotion of in service education and curriculum development. As the post requires extensive travelling between schools, the possession of a current driving licence is essential. SALARY In addition to the above salary rates, London Area Allowance of £729 p.a. is paid. FOREIGN SERVICE SUPERANNUATION The appointment is supernumerary under the Principal Civil Service Superannuation Scheme, which is non-contributory. ACCOMMODATION is provided rent-free. DURATION OF ENGAGEMENT Initially for a period of 3 years, renewable by mutual agreement. Requests for an application form and further details about this post should be made to: Ministry of Defence, CM(B) 41 Room 243, Leeson House, Theobalds Road, London WC1X 8RY or by telephone on 01-430 8387. The closing date for completed application forms is 23 October.

SCEA
The Service Children's Education Authority (SCEA) is responsible for the education of the children of Service personnel and Ministry of Defence civilians who are temporarily overseas. The Authority operates a network of Service Children's Schools (SCS) and Service Children's Centres (SCC) across the world. The SCS are primary, middle and secondary schools, while the SCCs are day care centres and playgroups. The Authority also provides financial support for the education of Service children who are unable to attend a SCS or SCC. For more information, visit the SCEA website or contact the Authority's Customer Service Centre.

MACHABENG (INTERNATIONAL) HIGH SCHOOL
MASERU, LESOTHO
Requires, for January
Qualified Teachers of Languages (German and French), English and General Subjects to teach their respective subjects up to 'O' and 'A' Levels in this expanding International Day School (50 nationalities) of some 250 pupils, in the capital of Lesotho. Contracts: 2 years; renewable. Benefits include: Air Fares; Baggage Allowance; subsidised housing; Medical cover; 25% Terminal Gratuity (tax-free). Salary: in the range R7000.00 to R12000.00 p.a. depending upon qualifications and experience. Applications, plus photograph, full Curriculum Vitae and references to: The Headmaster, Machabeng High School, P.O. Box 1570, Maseru 100, Lesotho, to arrive no later than 15th Oct 1981.

Home Defence College
Tutors
The residential College, set in pleasant rural surroundings in Easingwold, Yorks, provides seminars, study sessions and courses (mainly of short duration) at senior levels on the civil aspects of home defence and the problems of adapting to peace-time services to war and adapting to peace-time emergencies. It caters for personnel of central and local government, the armed forces, police, and the civil service. The emphasis is on study groups and syndicate work. Candidates: (normally aged at least 28) must be able to lecture, conduct group discussions, prepare tutorial material, and express themselves clearly and concisely both orally and in writing. A sound knowledge of current affairs and experience relevant to local government and home defence advantages. Salary, starting between £7930 and £8920, rising to £10,270. Promotion prospects. Both single and married accommodation is available. For full details and an application form (to be returned by 3 November 1981) write to Civil Service Commission, Alconon Lane, Easingwold, Hants, RG21 1JL, or telephone Easingwold (0268) 68651 (answering service operates outside office hours). Please quote G/5847.

DEPUTY EDUCATION OFFICER

£18,408 - £19,551

The City of Birmingham has a population of over one million and includes a unique variety of industry and commerce within its boundaries.

The Education Committee provides some 610 primary, secondary and special schools, with a roll of about 187,000, the City of Birmingham Polytechnic and nine other colleges. The education service employs some 31,000 people (including teachers).

Applicants should have a wide experience of the education service together with a proven administrative ability. The vacancy is created by the appointment as Director of Education of Nottinghamshire from 1st January 1982, of Mr. A.J. Fox, the present Deputy Education Officer.

Telephone 021-235 3748 for application form (to be returned by 18th October 1981) and copy of further particulars, or write to:

City Personnel Officer, Personnel Department,
Snow Hill House, 1 & 19 Warwick Street,
Birmingham B3 2PF.

Conversing will disqualify.

**BIRMINGHAM
CITY COUNCIL**

Education

Inspectors (2 Posts)

£13,608-£14,631 pa
Soulbury Head Teacher Group 9

Required qualified men or women with successful and relevant teaching experience at a senior level for appointment to the County Advisory and Inspection Service, in Special Education (including S.E.N. work in ordinary schools) and Social Education and Personal Development (including General). An expansion of the Service makes these posts available. They offer stimulating opportunities for candidates of imagination and initiative, with enthusiasm for modern educational development and high standards. The successful candidates will be attached to a District Team and will also be responsible for general advisory inspection work in the specialist in a wider area of the County. An essential user car allowance is payable.

Relocation expenses will be granted in appropriate cases. Please note previous applicants need not re-apply. Application forms and further details (SAE please) are available from the Director of Education (ref. A12) at County Hall, Closing date 21 October 1981. Please quote ref. 146.



**Nottinghamshire
County Council**
County Hall West Bridgford
Nottingham NG2 2DE

Humberside County Council Education Department

Careers Officers

HQ CAR 82 to HQ CAR 99
£5,662-£7,137 p.a. AP34 (pro rata for PTT)

Careers Offices in which successful applicants will be based include Grimsby, Hull and Scunthorpe. Other possible locations are Beverley, Bridlington and Goole.

A variety of posts are available: non-specialist involving work in secondary schools specialising wholly or partly in work with FE/HE students; specialist wholly or partly in work with FE/HE students. All posts will involve some work with unemployed young people. All posts will involve some work with unemployed young people. All posts will involve some work with unemployed young people.

Starting salary relates to experience: no officer remains more than two years within AP3 grade.

Applicants should be career advisers, though it may be possible to appoint non-careers to certain posts in Grimsby and Hull. There is an assisted car purchase scheme.

The Authority has a scheme for assistance with cost of removal, legal fees, etc. in approved cases.

Candidates should already hold the Diploma in Careers Guidance or be undergoing training for the Diploma and be expected to complete the course successfully by December 1981.

Application forms obtainable by writing to: Director of Education, Personnel and Administration Section, County Hall, Beverley, North Humberside, HU17 9BA. Closing date 19th October 1981.

The County Council welcomes applications from disabled people.

Sheffield Education Department ADMINISTRATIVE OFFICER (POST -16)

Pld - £8991-£9393

The successful candidate is likely to be an honours graduate. Good teaching experience is essential and some administrative experience would be an advantage. The post offers good opportunities to gain administrative experience in a vigorous department and the successful candidate is expected to seek promotion to a senior post in this or another authority within three or four years. Accountabilities will include considerable responsibility in matters associated with the Further Education Colleges, Post-16 Education and Provision for the Unemployed.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms, obtainable with further particulars from the Chief Education Officer, Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ (ref. STIP/ICW) should be returned within 14 days of the appearance of this advertisement.

TES48/00/00

EDUCATION

Professional Assistants

(Two Posts)
£9,528-£10,581 p.a.

1st Post: Schools (with particular reference to special Education)
2nd Post: Schools/Development

Both posts will provide excellent opportunities for men and women who are Honours Graduates with successful teaching experience to enter Educational Administration.

Relocation expenses will be granted in appropriate cases. Application forms and further details (SAE please) are available from the Director of Education (A12) at County Hall, Closing date 23rd October, 1981. Please quote ref. 145.

TES48/00/00



**Nottinghamshire
County Council**
County Hall West Bridgford
Nottingham NG2 2DE

Lingfield Hospital School St Pier's Lane, Lingfield, Surrey RH7 6PW Administrator

Lingfield Hospital School is a nationally-known non-maintained special school and a registered charity under the control of a Committee of Management, and provides residential care and education for about 300 pupils and students, mostly suffering from epilepsy and related neurological impairments.

It is largely funded by fees levied on Local Authorities, but relies, to a considerable extent, on fund-raising for capital projects and welfare amenities.

It is pleasantly situated in the heart of the Surrey countryside within easy reach of London and the coast. Applications are invited for the post of Administrator on the retirement of the present holder early in April 1982. The successful candidate will have proven administrative ability and preferably hold an appropriate qualification. Salary will be in accordance with Code 23 or the Whitley County for the Health Services scale - which is at present £10,082 rising to £12,736 by five annual increments.

Removal expenses will be paid in accordance with the appropriate scale.

Further information and job specification are obtainable from the Administrator and applications should be submitted to the Medical Director by the 1 November 1981.

TES48/00/00

AWARDS OFFICER

£8,673-£9,216
(Re-Advertisement)

This is a key post within the Further Education Section where you will be responsible for all types of Further Education Awards both mandatory and discretionary. A wide experience of administration within an Awards Section is essential.

Your duties will include supervising the Awards Section Staff, interpreting regulations, presenting reports on cases requiring special consideration, drafting replies to enquiries from Council Members and HFEs and preparing the financial estimates.

Application forms and further details from Education Services Secretary, Town Hall, Crayford, Kent DA1 4EN 01-303 7777 ext. 542/5431.

Applications already made in response to the earlier advertisement will be considered and re-application is unnecessary.

Closing date 19.10.81.

THES7

Bexley London Borough

ADMIN LOCAL EDUCATION

continues

HOUNSLOW
LONDON BOROUGH OF
LOCAL SERVICES
DEPARTMENT
ASSISTANT INTERMEDIATE
TEACHER
TEACHING CHILDREN
Salary scale £7,041 - £9,744
Minimum of £8,338 if you have 4 years post-graduate experience.
An opportunity exists for an experienced and qualified teacher to join an exciting new Social Services and Education Department in the community. The post will involve direct contact with children, young people and their families, and will be a challenging and rewarding experience. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department.

It is the policy of the Hounslow Borough Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms, obtainable with further particulars from the Chief Education Officer, Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ (ref. STIP/ICW) should be returned within 14 days of the appearance of this advertisement.

TES48/00/00

LONDON

INNER LONDON EDUCATION
ACADEMY COLLEGE
ASSISTANT DEPUTY CHIEF
OFFICER
Salary scale £10,000 - £12,000
Minimum of £11,000 if you have 4 years post-graduate experience.

An opportunity exists for an experienced and qualified teacher to join an exciting new Social Services and Education Department in the community. The post will involve direct contact with children, young people and their families, and will be a challenging and rewarding experience. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department.

It is the policy of the Inner London Education Academy to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms, obtainable with further particulars from the Chief Education Officer, Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ (ref. STIP/ICW) should be returned within 14 days of the appearance of this advertisement.

TES48/00/00

SHEFFIELD EDUCATION DEPARTMENT CAREERS SERVICE IN ASSOCIATION WITH SHEFFIELD COUNCIL FOR RACIAL EQUALITY COMMUNITY/CAREERS OFFICERS

to work with ethnic groups

Two posts involved under urban programmes, initially for a period of 1 year are available from 1st October

1. S01 - £10,000-£10,733
Will be responsible for improving the opportunities of school leavers and young adults who are members of ethnic minorities and who are in need of career advice and educational and training opportunities. The post holder will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department.

2. AP6 - £7,371-£7,875
Will be responsible for assisting the above post holder and for working with young people and young adults who are members of ethnic minorities and who are in need of career advice and educational and training opportunities. The post holder will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department.

Qualified and well-experienced Careers Officers are invited to apply but consideration will be given to applicants for the AP6 post who are suitable by reason of alternative qualifications and/or experience.

Application forms and further particulars are obtainable from the Chief Education Officer, Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ. To whom completed applications should be returned within 14 days of the appearance of this advertisement.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

TES48/00/00

General Synod of the Church of England BOARD OF EDUCATION and THE NATIONAL SOCIETY (Church of England) Promoting Religious Education

SCHOOLS' OFFICER AND DEPUTY SECRETARY OF THE NATIONAL SOCIETY

Applications are invited from suitably qualified persons with considerable educational and administrative experience for the above post, vacant upon the appointment of Mr. C. Jones Davies, MA, M Phil, as Principal of Trinity College, Carmarthen.

This is a senior post at Principal level on Civil Service Scale (£12,388-£16,026 per annum).

Further details and application form may be obtained from: Miss Anne Holt, Personnel Officer, Church House, Dean's Yard, Westminster, London SW1P 3NZ Tel 01-222 9011 Ext. 278.

Closing date for receipt of applications: 30th October 1981.

TES48/00/00

LEICESTERSHIRE

ASSISTANT PRINCIPAL
CAREERS SERVICE
Salary scale £8,991 - £9,744

To be part of the Careers Service, you should have a minimum of 4 years post-graduate experience. The post will involve direct contact with children, young people and their families, and will be a challenging and rewarding experience. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department.

It is the policy of the Leicestershire County Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms, obtainable with further particulars from the Chief Education Officer, Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ (ref. STIP/ICW) should be returned within 14 days of the appearance of this advertisement.

TES48/00/00

WALSALL

**MULTI-PURPOSE ROOMS
WALSALL**
ASSISTANT CHIEF
OFFICER
Salary scale £10,000 - £12,000
Minimum of £11,000 if you have 4 years post-graduate experience.

An opportunity exists for an experienced and qualified teacher to join an exciting new Social Services and Education Department in the community. The post will involve direct contact with children, young people and their families, and will be a challenging and rewarding experience. The successful candidate will be responsible for the day-to-day running of the department and will be expected to contribute to the development of the department.

It is the policy of the Walsall Local Education Authority to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Application forms, obtainable with further particulars from the Chief Education Officer, Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RJ (ref. STIP/ICW) should be returned within 14 days of the appearance of this advertisement.

Further information and job specification are obtainable from the Administrator and applications should be submitted to the Medical Director by the 1 November 1981.

TES48/00/00

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSGY CYMRU

Appointment of Examiners

Applications are invited from practising teachers, in schools and in Higher Education, and from other persons with recent experience of teaching for the following appointments:

GENERAL CERTIFICATE OF EDUCATION
Ordinary Level

1982 - Assistant Examiners in Dress and Design, English Language, English Literature and French.

1983 - Chief Examiners in Human Biology, Engineering Drawing and Building Drawing).

Combined Syllabus GCSE/CSE

1983 - Chief Examiner in Environmental Studies (new examination).

Further particulars and application forms to be returned by 22 October 1981 may be obtained from J. B. Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed 'Examinations'.

It is not the practice of the Joint Committee to appoint, as examiners for GCSE Advanced and Ordinary Level examinations, teachers who are serving in schools which are WJEC examination centres.

Further particulars and application forms to be returned by 22 October 1981 may be obtained from J. B. Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed 'Examinations'.

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WORCESTER COLLEGE OF HIGHER EDUCATION

ONE YEAR FULL-TIME COURSE IN MATHEMATICS 1982/3

The course emphasises the teaching of Mathematics in the age range 11-16 years. The course is available to qualified Primary and Secondary teachers who wish to retain to teach Mathematics at secondary level.

GRANT AID

Candidates who are offered a place on the course may ensure Grant Aid through their L.E.A. by either obtaining secondment on full salary or by obtaining a Grant from the Manpower Services Commission.

For further information contact:-
The Admissions Tutor,
Worcester College of Higher Education,
Henwick Grove,
Worcester WR2 6AJ



TES 76/02/00

University of Oxford

Department of Educational Studies

Advanced Studies in Education

The Department offers three types of advanced qualifications:

1. Research Degree: M. Litt. and D. Phil., with possibilities of studentships.
2. M.Sc. in Educational Studies: A one-year course in either the Governance of Education (administration, organisation and planning) OR Curriculum Studies in either Science (including science, mathematics or geography), English or Modern Languages. Applicants must hold a good honours degree or its equivalent.
3. Special Diploma in Educational Studies: A one-year course for experienced graduate and non-graduate teachers. Topics of study include Aesthetic Education (Art and Music), English, History and Geography, Management of Education, Mathematics, Modern Languages, Moral, social and religious education, Science, Special Needs, Teaching with micro-computers, Technology.

Further details and application forms are available from the Administration, Department of Educational Studies, 18 Northam Gardens, Oxford OX2 8PY.

TES 76/02/00

PRACTICAL SECONDMENT AND DIPLOMA

Working with 15-19 year olds

The Diploma in Professional Studies in Education (15-19) is a one year full-time course.

It brings together teachers, youth workers, lecturers, careers officers and others with at least 3 years experience, plus a clear commitment to working with this age group.

As a negotiated course it offers a radical and exciting innovation outside the mainstream of traditional educational provision.

Based on problem-solving methods, the individual professional needs of the course members are taken into account.

An excellent opportunity for in-service development and career prospects.

For further details and application forms contact:



Lydia Merrill (Course Tutor)
or Jillian Tabrah,
Bradford College,
Great Horton Road,
Bradford BD7 1AY
Tel: (0274) 34844.

TES 76/02/00

Tackling the challenge of tomorrow

WORCESTER COLLEGE OF HIGHER EDUCATION

Full-time residential course for teachers of ALL subjects.

SCHOOL AND INDUSTRY

(Thursday 9th May - Friday 16th July)

A course for teachers who wish to use Industry as a resource in their subject. The course is designed for senior staff responsible for curriculum planning and for subject teachers (Science, Arts, Social Science, Language, ...)

Three week supervised placement in local firms.

One intensive industrial field course in the West Midlands.

Six weeks College-based work, including resource production and curriculum evaluation.

Write for further details to:-
The Admissions Tutor,
Worcester College of Higher Education,
Henwick Grove,
Worcester WR2 6AJ.



TES 76/02/00

EDUCATION COURSES

continued

LONDON

UNIVERSITY OF LONDON

SCHOOL OF EDUCATION

M.A. IN EDUCATION

THE TEACHING OF MODERN LANGUAGES DEPARTMENT

Full-time 11-year and part-time 12-year M.A. courses in the teaching of modern languages.

These are taught courses offered to at least two members in each week of the academic year.

The programme encourages investigation into teaching situations and techniques appropriate to various levels; critical study of existing resources in a choice of languages and the creation of new materials; thought about ways of using literary and non-literary texts; enquiry into the theory and practice of language teaching; discussion, into the relevance of psychological and sociological theories.

The course is open to graduates and non-graduates with appropriate qualifications and experience in education.

Further particulars and application forms from the Admissions Tutor, Department of Education, 20 Bedford Way, London WC1E 6BT.

OAL (1983/4)

NOTTINGHAMSHIRE

UNIVERSITY OF NOTTINGHAM

SCHOOL OF EDUCATION

M.Ed. in Human Relations

A one-year full-time course, with a research component, for experienced teachers, with a strong emphasis on practical work, administration, research and working with classroom groups.

Further information and forms of application may be obtained from the Admissions Tutor, School of Education, University Park, Nottingham NG7 2RD. (1983/4)

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NOTTINGHAMSHIRE

continued

UNIVERSITY OF NOTTINGHAM

SCHOOL OF EDUCATION

Masters Degrees in Education

Applications are invited for both full-time and part-time courses for the M.A. degree in Education.

For the former an S.S.C. award may be available to a well-qualified applicant.

Candidates are required to study three modules from a wide range, enabling them to specialise in a particular area of educational research or philosophy of education.

There are opportunities for those who wish to specialise in the study of the following:

Mathematics and Science education; Language and education; Reading development; The Arts and Education; Curriculum theory and development; Special education; Educational psychology; Educational policy; Educational management; Continuing education; Educational research; The use of quantitative methods in educational research.

Part-time students should live within travelling distance of Nottingham, as regular attendance at lectures, seminars and tutorials is required.

The degree of M.Phil. is also available. This is a research degree and requires a thesis on a topic of the student's own choice, under the guidance of a member of staff.

Further information and forms of application may be obtained from the Admissions Tutor, School of Education, University Park, Nottingham NG7 2RD. (1983/4)

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Awards and Scholarships

continued

OXFORDSHIRE

HEADINGTON SCHOOL

One Open Entrance Scholarship is offered on the results of an examination to be held on Tuesday, 19th January 1983.

Candidates must be aged 11 and 14 years on 1st September 1982. Parents of the normal school children will be asked to submit a statement of their child's academic progress.

For further details and application forms from the Headmaster, Headington School, Headington, Oxford OX3 0JH. (1983/4)

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